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CERTIFICATE OF ORIGINAL AUTHORSHIP

I certify that the work in this thesis has not previously been submitted for a degree nor has it been submitted as part of requirements for a degree except as part of the collaborative master/doctoral degree and/or fully acknowledged within the text.

I also certify that the thesis has been written by me. Any help that I have received in my research work and the preparation of the thesis itself has been acknowledged. In addition, I certify that all information sources and literature used are indicated in the thesis.

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Date: 15 August 2016

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ABSTRACT

This research critically analyses English Language lecturers' classroom interaction practices at Syiah Kuala University in Aceh, Indonesia.

Communication breakdowns and unanticipated language difficulty in the classroom are more complex than an initiation-response-follow-up pattern (Cullen, 1998) and require in-depth analysis for language learning.

In order to examine the English language lecturers' classroom interaction practices, the following research question is posed:

How do English language lecturers use communication strategies in their English teaching context at Syiah Kuala University, Aceh - Indonesia?

The major question is guided by three following sub-questions:

- a. What is the nature of English language lecturers' communication strategies (CSs) as observed in university English classrooms?
- b. What are the English language lecturers' beliefs underpinning the use of those communication strategies to facilitate learning?
- c. How do English language learners perceive the language learning in their English classrooms in relation to lecturer communication strategies?

English language lecturers' communication strategies, which are drawn from a synthesis between 'the role of language user' and 'the role of language analyst' (Edge, 1988 as cited in Andrews, 2007, p. 185), are analysed in multi-faceted ways in consideration of lecturers' communicative language ability and language awareness respectively. This study explores the essential role of language awareness as part of a semiotic process in which awareness can stimulate a communication strategy to solve communication breakdown and promote learning simultaneously.

The study incorporates Vygotsky's sociocultural theory in that engagement of a lecturer in a socio-cultural context (micro genetic level) may affect his/her language development which impacts on all aspects of language teaching/learning (Cross, 2010) such as instructional practice. This practice may be perceived contradictorily by a lecturer and his/her university students.

This study is a descriptive case study with three data sources (classroom observation, stimulated recall, and focus group) and the participants were 2 lecturers and 40 university students at Syiah Kuala University, Aceh Province. The three main foci in the study are the lecturers' communication strategies, the lecturers' underlying beliefs about the strategies, and the learners' perceptions about classroom communication strategies.

It is evident from the data that the lecturers' communication strategies were predominantly used to promote accuracy and message comprehensibility. The lecturers' beliefs about the strategies emanate from their personal set of experiential knowledge and other impacting factors such as learners' positive and negative perceptions towards the lecturers' communication strategies as well as apparent varieties of traits in classroom culture.

This study has revealed factors leading to a missing interface between language awareness and communication strategies. The lecturers' experiential knowledge is found to influence rationales underlying their strategies. Such knowledge bases should be further explored in future studies, as findings are applicable to teacher education, especially with a view to increasing language awareness and communication strategies in classroom oral discourse.

CHAPTER I: INTRODUCTION

1.1 Overview

When an English language lecturer prepares to teach, he/she must take into account three pedagogical decisions regarding Language Awareness, namely (1) what subject matter to teach, (2) how best to transfer knowledge or which teaching method best enables learners to apply the knowledge, and (3) how to be a role model in using the target language. These three components comprise the roles of EFL/ESL teachers as language analysts, language teachers, and language users respectively (Borg, 1994; Edge, 1988 as cited in Cots & Arno, 2005; Wright & Bolitho, 1993).

There have been many studies investigating teacher roles in English as a Foreign Language (EFL) worldwide, yet the role of language user, relevant to how to optimise and facilitate second language learning through classroom oral discourse, is still under-researched. Ways to do this, such as teacher talk (Thornbury, 1996), recast (Nicholas, Lightbown, & Spada, 2001) and corrective feedback (Russell & Spada, 2006) have long been recognised to improve the quality of English Language Teaching and Learning. Unfortunately, such studies assume that teachers are already competent users of the target language, which raises a question how to improve teachers' language proficiency gradually in parallel with enhancing the quality of language teaching.

Apart from the above-mentioned studies, there are also studies of standardising teacher proficiency and studies of enhancing quality instruction. The former studies pertain to training and certification (Chambless, 2012; Coniam & Falvey, 2013). The latter studies are concerned with teaching methodologies (Spada, 2007). They have been widely adopted into classroom teaching also known as communicative language teaching (Musthafa, 2001). However, the reality seems to be far from the expectation because many site implementations seem to be inconsistent with educational policies (Lie, 2007).

All of the above arguments show that further research is still required to uncover the phenomena of teacher language proficiency and quality of teaching instruction in Indonesia. Therefore, the upcoming section will present a case for the urgent need of English proficiency in Indonesia and propose a study that may contribute to resolving the challenges of English Language Teaching in Indonesia.

1.2 The Urgency of English Language Proficiency in Indonesia

Currently, long-term formal education of Indonesian English language teaching is unlikely to prepare university students/graduates (college/university level) with the required level of proficiency to communicate verbally in real-life communications (Jazadi, 2000). This fact is quite shocking given that English has been taught optionally at primary school and compulsorily at secondary schools (junior and senior high school) with each student taking English classes for at least six years. It is undeniable that problems of teaching, innovative classroom activities, and a guideline of proficiency assessment have already been targeted but, unfortunately, any progress seems to be only painstakingly achieved (Widiati & Cahyono, 2006).

Considerable attention has been placed on both language teaching and teacher-learner interactions especially in the implementation of communicative language teaching (Mahripah, 2014). In language teaching, input provision from English teachers to students is one of the most important issues for EFL teaching in Indonesia. Yet, achieving suitable language exposure is still a major challenge for teachers (Mukminatien, 1999). Teacher performance has been reported as not achieving a conducive learning environment, and unhelpful influences of learners' culture such as passivity of learners and a rigid teacher-learner relationship are claimed to stall the implementation of communicative language teaching (Marcellino, 2015). The former is related to the local value of being obedient with no critical thinking and the latter is allied to the assumption that a teacher knows everything.

Overall, the growth of English-Indonesian proficient speakers has been improving at a moderate level to the point where Indonesia ranks 28th out of 63 countries in the English Proficiency Index 2014 (First, 2015). Nevertheless, such achievement seems to be insignificant at the national level and it is unlikely to have a wider impact such as improved human development index or gross domestic product compared to that of Malaysia and Singapore. Yet the status and function of English in Indonesia has pervaded across vital sectors including governmental affairs (Lauder, 2008). Particularly English has been regarded as the language of sciences and technology which could promote a modern Indonesian identity (Lowenberg, 1991).

It is certainly clear that there is a disparity of expansion of English literacy between urban and rural areas in Indonesia (Lamb & Coleman, 2008), and recently Aceh has become aware of its sluggishness. Unlike Jakarta, Bali, and Surabaya, Aceh is located at the most western

tip of Indonesia archipelago far from its social, cultural and economic capital. Furthermore, all aspects of life had been stripped off by the civil conflict over four decades and the tsunami. However, upon awakening from post-conflict situation and disaster, Aceh has started improving its human development index and is striving for improvement of English literacy to educate Acehnese young generations via overseas education through a provincial scholarship program with the support of special autonomy funds as a derivative of the peace agreement until 2027 (Hillman, 2011, p. 538). Such huge educational funding however tends to be less effective since Acehnese university graduates mostly have not achieved a minimum standard of entry requirement to overseas universities, especially in language proficiency.

In response to this challenge, this study aims to propose the use of communication strategies when interaction encounters breakdown. Communication strategies are important for EFL teachers and learners in order to exploit classroom interaction and to provide more learning opportunities or more language production by learners. The strategies are considered effective to strengthen both teacher and learners' strategic competence, which is a subcomponent of communicative competence. They involve 'verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication' (Canale & Swain, 1980, p. 30), and can provide rich language pedagogy and authentic language input of the target language (Canale, 1983). In other words, there is a need to increase the potential of classroom interaction to facilitate learners' learning via communication strategies.

1.3 Why Communication Strategies?

The focus on communication strategies in this study is based on three reasons. Firstly, strategies are intimately involved with teacher language proficiency, typical EFL classroom discourse, and promoting interaction to teach language systems, the main challenges for English Language Teaching in Indonesia.

As an English lecturer, with supervisory responsibilities for peers, junior English teaching staff, and pre-service teachers, I am aware of different practices in staff-student verbal interactions in English classrooms in higher education in Indonesia. I have observed in my own practice of teaching that there are times when my management of classroom verbal discourses including interpersonal interactions has not allowed understanding of communication breakdowns and unanticipated language difficulty.

It is undeniable that EFL teachers still face difficulty in grammatical explanation, word meaning explanation, and other instructional modifications in managing classroom verbal discourse (Başyurt Tüzel & Akcan, 2009). Indeed, near-native communicative competence might not be achievable for every EFL teacher (Alptekin, 2002). In the Indonesian context, disparities of cultural backgrounds, beliefs, expectations, perceptions, contexts of teaching and facilities may put pressure on teachers as the most reliable target language users along with their strengths and weaknesses (Yuwono & Harbon, 2010). In other words, expectations of standard language proficiency for teachers tend to be unrealistic for Indonesian English Language Teaching due to social and geographical situations.

To address this issue objectively, language proficiency here is not solely construed in isolation as the ability of speaking per se. Rather, it also includes strategic competence. Bachman (1990) asserted that there is a difference between language proficiency and communicative proficiency in communicative language ability whereby ‘the former is the capacity to use a language and the latter is the knowledge of the world and strategies necessary to apply language proficiency in a contextualised situation’ (Llurda, 2000, p. 93). This means that speaking skills work in tandem with strategic skills (strategic competence), enabling users to use available surrounding resources to communicate meaningfully. This may explain why, in certain cases, teacher language proficiency is still inadequate for promoting learning due to less awareness of strategic skills.

Apart from language proficiency, there is a typical classroom pattern in Indonesia in which teachers’ excessive control of communication is high. This is claimed to be an obstacle for learners’ learning opportunities (Walsh, 2006). Learners are not given more opportunities to practice and interact with teachers and amongst peers. Rationales for this phenomenon by teachers are the myriad errors that learners would produce and the passivity of learners in the learning situation. Furthermore, there is unawareness by EFL teachers of scaffolding instructions in order to maximise learners’ potential of learning (Oguro, 2013). Such awareness is actually able to derive learning potential from handling errors of learners (Luk & Wong, 2010).

Finally, there is a need for promoting interaction and teaching grammatical knowledge concurrently. They have always been assumed as two discrete processes for Indonesian EFL teachers. Interaction is commonly taught by speaking improvement drills such as interview (Mukminatien, 1999), while grammatical knowledge is taught by deductive/inductive

approach with consciousness raising (Widodo, 2006). Many English language studies have suggested the effectiveness of language awareness that focuses on both meaning and form simultaneously (Selinker & Gass, 2008, p. 360). This implies a teacher should understand that language is not only a means of communication but also a working system (Andrews, 1997, 2007). Through communication strategies to solve communication breakdowns, teachers can manage a balance between language reflection and authentic language use proportionally in classroom interaction.

The second reason for the focus on communication strategies in this thesis is the inconclusive debate about the teachability / theoretical teaching perspectives of communication strategies. The theoretical perspectives lie in three main directions; the traditional perspective that supports direct teaching, the psycholinguistic perspective that is against any form of teaching, and the interactional perspective that supports indirect teaching or performance of communication strategies via interaction (Dornyei & Scott, 1997).

Most proponents of the traditional view concur with direct teaching owing to an understanding of communication strategies as a linguistic observable output in interlanguage structure. They claim this strongly indicates strategic competence is executed (Brett, 2001; Dornyei, 1995; Dörnyei & Thurrell, 1991; Maleki, 2007; Willems, 1987). From the psycholinguistic viewpoint, communication strategies involve underlying mental human processing. Since cognitive processing is developed gradually during L1 learning, communication strategies of L1 are simply transferrable to L2 use (Bialystok, 1990a; Kellerman, 1991; Poulisse, 1994). From the interactional perspective, communication strategies can facilitate L2 learning through negotiated interaction. This perspective involves users negotiating meaning for comprehension on the first ground, learning a new lexis/component of L2 from feedback on the second ground, and practising the L2 or performance on the last ground (Tarone, 1980; Yule & Tarone, 1991).

The last reason for focussing communication strategies in this study is the need for incorporation of socio-cultural aspects into studies of communication strategies, particularly for the interactional perspective (indirect). Communication strategies should not be viewed as isolated elements of human cognition. Instead growing practical and theoretical developments have shown influences of higher mental functions beyond language and beyond individuals such as a mutual-shared understanding (Chiang & Mi, 2011) and a mutual initiative of assistance (Mabry, 1994). Drawing upon Vygotsky's sociocultural theory

(Donato, 1994; Lantolf & Poehner, 2008), this study integrates a genetic analytical orientation that views communication strategies not only belonging to cognition but also developing throughout peoples' lives resulting from mediations in a specific social setting on individual level.

1.4 Significance of The Research

There are both theoretical and practical (or even institutional) outcomes that could potentially result from the findings of this research project.

Firstly, there is an urgency to reveal how the roles of a language analyst and a language user can mutually interact. This study explores the extent to which a synthesis between language awareness and communication strategies plays a key role in promoting interaction and learning (Lindahl, 2013).

Secondly, there is a need to explore the impact of three theoretical teaching perspectives on communication strategies (direct/indirect/unteachable), in relation to specific teacher knowledge bases. This study strives to uncover a relationship between observable communication strategies and teacher cognition indicative of the pedagogic function of the strategies. Such pedagogic function is then examined to see whether such function truly originates from rationales of theoretical teaching perspectives. The process is essentially to link teacher cognition along with all teacher knowledge bases to teacher performance of communication strategies.

Thirdly, the analysis of communication strategies uses sociocultural theory to trace its performance to its origin in teacher cognition. This study accommodates pervasive influences of sociocultural aspects on communication strategies, which allow theoretical discussions on this topic beside cognitivists and psycholinguists' dominations. Three adopted elements of Vygotsky's sociocultural theory are Zone of Proximal Development or teacher assistance in indirect teaching of communication strategies, social sources of language development in teacher cognition, and a mediated sociocultural setting in classroom environment. All of these elements arise from a claim that language learning may be facilitated by socio-cultural mediated institutional/cultural activities (Lantolf, 2000).

The practical implications of this research could contribute to teacher training and teachers' communicative language ability in any EFL context. This study explores the prospect of integrating strategic competence in the form of communication strategies into teacher

training, which is usually dominated by linguistic and grammatical competence. This study will also explore the possibility of improving teachers' communicative language ability through classroom communication strategies. Such practical implications may lead to a pilot project for English Education Schools at college or university level in Indonesia.

To conclude, this study investigates the extent to which communication strategies as a component of strategic competence can become an invisible medium between the role of a language analyst and a language user. It seeks to reveal teachers' cognition underlying communication strategies as directly teachable, unteachable or indirectly teachable in classroom interaction, and to analyse the phenomenon of communication strategies via sociocultural theory.

1.5 Limitation of The Research

There are some limitations of the research from a scientific and technical point of view.

First, the current study is a descriptive study designed to describe and explore the three foci (the nature of strategies, the beliefs and the learners' perceptions) rather than attempting to explain causality or attributing strategy to a particular part of cognition. Nevertheless, this study explores emerging constructs that can build a relationship between a strategy and its rationale from stimulated recalls may explain why such a strategy appears when it does.

Second, the number of participants is only two lecturers from one university, due to time constraints for this study. It would be interesting to deploy at least two universities in Aceh so that the richness of individual data can be more revealing of language awareness and communication strategy in both lecturer and learner. However, the perspective used in case study highly values the distinctiveness of individual language development. Each individual has a unique language development to be used as data, and such data have been analysed meticulously in order to generate findings, though admittedly, this study placed more emphasis on quality of data rather than quantity of participants.

Third, the student participants are also not allowed to address straightforwardly the two lecturers for their subjects of focus group discussions. The participants were asked to recall other than these two lecturers even though they could do it with pseudonyms and described the phenomena of communication strategies in detailed. The whole procedure took into account compliance with research ethics.

Fourth, there will always be technical challenges in data collection. At the onset of data collection, both lecturers had agreed to the timeline. The timeline discussed was no longer than 24 hours interval between the observation and the stimulated recalls, which is claimed to maintain 90% validity, as the lecturers are then more likely to remember their own teaching behaviour. Unfortunately, the plan did not work as planned. There were a few days-delays by the lecturers because of their workloads, though the alteration did not interrupt data collection, which kept continuing simultaneously with data analysis. However, the quantity of elicited awareness and rationales is not as large as expected, though the quality is adequate for data analysis.

In the following literature review, the roles of language teacher are explicated to show how communication strategies work effectively between metalinguistic awareness and communicative language ability. The review continues by examining the relationship between awareness and communication strategies. Then, problem solving orientations of communication strategies are elaborated to show how a communication strategy can be analysed differently. The level of language awareness and the theoretical teaching perspectives (teachability) are reviewed subsequently. Finally, the literature review concludes with some unresolved issues and inclusion of Vygotsky's sociocultural theory in order to cover a thorough and multi-faceted analysis in this study.

CHAPTER II: LITERATURE REVIEW

2.1 Overview

There are three interrelated major aspects covered in the literature review. The first major aspect concerns the two approaches used for analysing the nature of communication strategies: 1) problem solving orientations and 2) level of language awareness. The first approach adopts *deficiency orientation* and *meaning negotiation orientation*. The former views that there are at least two interacting users: the expert user and the deficient user, the expert must be aware of providing assistance to the deficient user so that communication remains intact. The latter views that both users equally contribute to an effort to solve communication problems in classroom discourse. The second approach adopts a multi-level of language awareness stating a higher level of awareness can be obtained from restructuring lower levels. The levels are affordance, attention and focusing, practical/interactional awareness, discursive level of awareness, and critical language awareness. Both approaches concur that communication strategies can be used for an enhanced (language) awareness, especially when the teacher in the role of language analyst and language user is solving breakdowns in classroom discourse.

The second major aspect covered involves the theoretical teaching perspectives of communication strategies: direct teaching, no teaching, and indirect teaching. These perspectives are embedded in lecturer cognition. Along with awareness and pedagogic function the lecturer's own language development accounts for patterns of repertoires via learning experiences, practical teaching knowledge, and professional development activities. This review examines sociocultural aspects that can cast light on communication strategies from its performance to its rationale.

The last major aspect covered by the review lays the groundwork for the use of learner perspectives for the analysis of communication strategies in order to encourage the transformation of communication strategies into learning strategies. Perceptual mismatching factors between teachers and learners must be taken into account in the process. In addition to that, encouraging or discouraging factors influencing communication strategies are worth analysing to achieve an ideal classroom setting.

2.2 A Synthesis between Metalinguistic Awareness in the role of language analyst and Communicative Language Ability in the role of language user

All teaching practices consist of declarative and procedural dimensions (Andrews, 1997). The declarative dimension includes teachers' subject matter knowledge and teachers' understanding of the level of learners, whereas the procedural dimension includes teachers' pedagogical knowledge, use of understandable target language in oral discourse, encouragement of learners to communicate, and promotion of strategies to solve potential breakdowns in communication. As the interplay between both dimensions is a highly determining influence on quality of teaching, teachers must be cognizant of internalizing those aspects in their teaching activities accordingly. Among those aspects, target language proficiency must be a top priority, which is a manifestation of both dimensions. It is claimed that limited target language proficiency may impact on the effectiveness of providing learning opportunities (Richards, Conway, Roskvist, & Harvey, 2013).

It is undeniable that a certain level of target language proficiency is essential for teachers. However, it cannot be assumed that mere proficiency can produce optimal learning; a certain level of language awareness must accompany proficiency so that learners can extract both competence and knowledge from language use in classroom. Bachman (1990) asserted communicative language ability consists of both competence and knowledge, and 'the capacity of executing such knowledge and competence in appropriate and contextualised communicative language use is communicative language ability' (p. 84). How such communicative skills transform into learning outputs must be underscored in teacher training. In other words, having proficiency per se is insufficient in language learning; there must be a conscious or deliberate effort to raise such potential.

Such a conscious effort is claimed to lie in teacher language awareness and is embodied in produced or interactive communication strategies, which are considered to improve the quality of oral discourse in English as a Foreign Language classroom teaching (Chiang & Mi, 2011). Language awareness is crucial to expose the language system and promote explicit learning, while communication strategies are essential for learners' implicit learning through classroom interactions (Bolitho et al., 2003). Both of them are inextricably interlinked because there seems to be a required state of awareness for a communication strategy to work optimally (direct/indirect) in classroom oral discourse.

There are three major constructs in teacher language awareness: metalinguistic awareness, pedagogical content knowledge, and communicative language ability, which correspond with the roles of teachers as language analyst, language teacher, and language user respectively (Lindahl, 2013) (See Figure 1). Metalinguistic awareness is defined not only as the capability of possessing knowledge about language and drawing upon such knowledge for communicative purposes, but also of reflecting such knowledge and ability to demonstrate the underlying system of language (Andrews, 1999). Pedagogical content knowledge refers to teachers' capability to facilitate learning by appropriate learning activities (Andrews, 2001), whereas communicative language ability concerns teachers' communicative competence including strategic competence (Celce-Murcia, Dörnyei, & Thurrell, 1995).

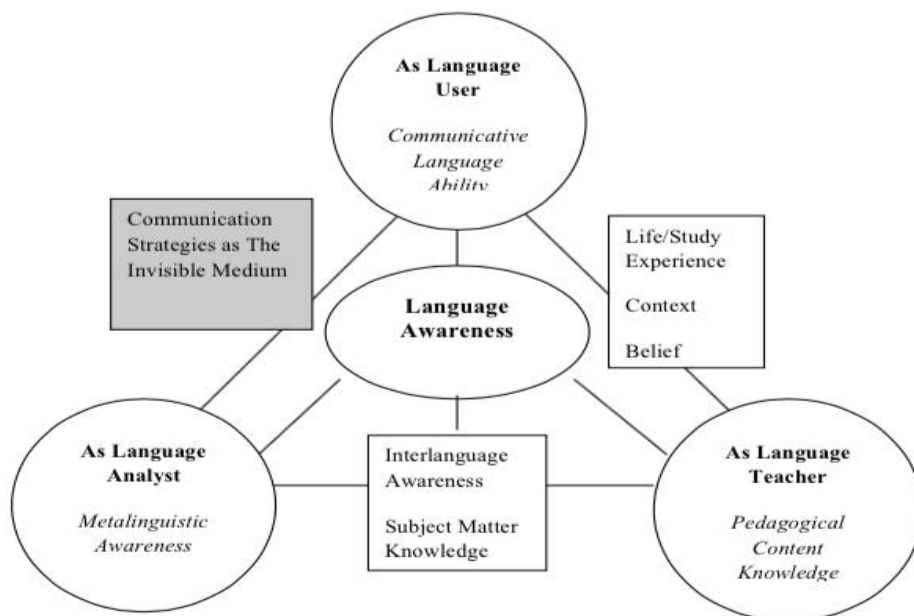


Figure 1: Communication Strategies as A Medium Between Language User and Language Analyst (Andrews, 1997; Lindahl, 2013; Wright & Bolitho, 1993)

The complexity of these three major constructs along with the roles of a language awareness teacher is worth analysing in order to reveal a synthesis between teacher language awareness and communication strategies in an EFL teaching context. The challenge is synthesizing these two constructs to be integrated knowledge bases in classroom teaching. This challenge is called 'knowledge-in-action' where a teacher must be able to operationalize scientific/received knowledge (knowledge about language) and target language proficiency (manifestation of learning) concurrently at a certain state of awareness (Andrews, 2007).

Concerning the complexity of the synthesis, the nature of communication strategies, as a manifestation of these two constructs, has to be conceptualised. Therefore, this study proposes 1) the role and origin of awareness, 2) the problem solving orientation of communication strategies, and 3) the underlying levels of language awareness in the use of strategies as the three elements of the concept. These are further elaborated in the next subsections.

2.2.1 Role and Origin of Awareness influencing Communication Strategies

The synthesis of communication strategies between metalinguistic awareness and communicative language ability is highlighted due to the crucial role and origin of awareness in the conceptualisation of communication strategies. There are three perspectives of communication strategies arising from three different teaching dispositions (direct teaching, unteachability, and indirect teaching), which give different roles to awareness.

In the traditional perspective (direct teachability), Færch and Kasper (1983) claimed that awareness results from difficulties/deficiencies that require target language users to resort to a compensatory strategy. A user of communication strategies is regarded as facing limitations of lexical resources at a point of time and intentionally employing one of the strategies to deal with such a situation.

Awareness is posited by the psychological perspective (unteachability) as consisting of two applied operations in language use and language learning, namely *control* and *analysis*. The role of control is to manage what and when attention should be prioritized on words and meaning representations (Kellerman & Bialystok, 1997, p. 33). Because communication strategies are defined as an underlying mental human process, a target language user is highly aware of selective aspects during the choice and use of communication strategies particularly in the case of inaccessible lexical resources. When the strategies are needed, the analysis will exploit any available resources even from the established mental cognitive entity of L1 an individual possesses.

In the interactional perspective, awareness is not solely an individual cognitive property. Rather, it belongs to a property of discourse where both speaker and interlocutor realize it as a resource to counter deficiency and to negotiate input (Yule & Tarone, 1991). Awareness embedded in a dialectic discourse (interaction) is claimed to successfully signal a demand for assistance from the more capable user, a tribute to Vygotsky's notion of Zone of Proximal

Development (Negueruela, 2008). At the same time, attention is making an effort to deal with the breakdown. It is said that without a higher level of attention (mental operation or awareness), the effort in dealing with the breakdown in the form of interaction cannot be maximal for learning (Van Lier, 1994). Even though the awareness is still tied to a communication breakdown, the channelling to solve the breakdown is beyond the mental individual who faces the breakdown, which is surrounded by intellectual (more capable) and affective (interpersonal) available resources.

In each of the above-mentioned roles of awareness, the origin of awareness apparently emanates from the same source, which is sensitivity to problem orientation in language use. It is strongly believed that communication strategies emerge from the existence of communication breakdown or unshared understanding between a speaker and an interlocutor and comprises a sort of wilful act to encounter the halt by a set of appropriate strategies.

2.2.2 Problem Solving Orientations: Deficiency Orientation and Meaning Negotiation Orientation

As implied in the crucial roles and origin of awareness, the nature of communication strategies can be determined by a selected problem-solving orientation. A communication strategy can be delivered by providing either a target word or a processing time depending on the objective of assistance: to ensure the goal of communication or to promote learning by maintaining flow of conversation.

Discussion of problem-solving orientations has more towards deficiency orientation because meaning negotiation orientation is regarded as a distinct domain (Dornyei & Kormos, 1998). This might be due to the high influence of both cognitivists and psycholinguists on the role of communication strategies to solve communication breakdown. Consequently, the nature of communication breakdown must be defined. This study, therefore, uses the taxonomy of communication strategies by Dornyei and Scott (1997) that deficiency orientation has two foundations: problem-orientedness and consciousness. A communication breakdown has four major aspects: resource (lexical) deficits, processing time pressure, perceived deficiencies of own performance (speaker), and perceived deficiencies of other performance (interlocutor).

It is undeniable that deficiency orientation seems to be inadequate by simply treating learners/students as deficient communicating users (Firth & Wagner, 1997). Supposedly, this is due to data collection being primarily conducted in a learning (classroom) context. There

seems to be a strong call for widening the SLA database into a more balanced context such as an English as a Lingua Franca context. More interestingly, communication strategies in the form of interactional modifications may also be found in near-native speaker teachers or even native speakers at work (Wagner & Firth, 1997).

At the same time, the proponents of sociocultural theories have called for the inclusion of social aspects particularly learning environment in second language acquisition studies (Lafford, 2006, 2007). Since then, studies of sociocultural impacts upon communication strategies have been triggered (Lafford, 2004) and have flourished resulting in not only the incorporation of negotiation for meaning (Kasper & Kellerman, 1997), but also context variables and other influential social aspects such as age, gender, and so forth (see [subsection 2.3.3.1](#)).

A wide range of studies has focussed on meaning negotiation orientation. Studies of negotiation (Long, 1983) together with the interactionist perspective (Gass, Mackey, & Pica, 1998; Gass & Varonis, 1994) state unequivocally that modifications made in interactions among speakers may have the potential of learning (Pica, 1994, 1996). Other studies suggest corrective feedback may provide more opportunities for language production by learners (Lyster, Saito, & Sato, 2012) and awareness-raising may put salience on explicit knowledge (Smith, 1981). Elsewhere, the significance of gaining time for learners can presumably result in an ideal model (by revision of teachers) of target language for acquisition (Long & Larsen-Freeman, 1991).

The above-mentioned studies strongly affect the studies of communication strategies by turning attention from deficiency orientation to meaning negotiation and considering analysis of corrective feedback, awareness-raising, and conversational maintenance. Among them are Wagner (1996) who claims that conversational adjustment in interaction is related to communication strategies, Dobao and Martínez (2007) who suggest the use of meaning negotiation in the form of communicative strategies to promote language functions and meaning co-constructions, Cook (2015) who firmly states negative feedback (recast and negotiation) is effective in solving communication breakdowns, Nassaji and Swain (2000) who combine corrective feedback with teacher assistance (negotiated help), Nakatani (2005) who ensures that awareness-raising can increase learners' language awareness in using oral communication strategies, and Jamshidnejad (2011b) who affirms that communication strategies are likely to function more with 'waiting-time' for learners.

To conclude, this study conceives problem solving orientations as 1) deficiency orientation with taxonomy of communication strategies and 2) meaning negotiation orientation with corrective feedback, awareness-raising, and conversational maintenance. For further analysis, therefore, the three elements of meaning negotiation orientation are elaborated below.

2.2.3 Corrective Feedback, Awareness-raising, and Conversational Maintenance

First and foremost, corrective feedback in this context is either recast or negotiated. Recast is an indirect corrective feedback that focuses on form, whereas negotiation is a meaning-focused feedback. Regardless of the emphasis on knowledge (explicit or implicit, form or meaning), feedback is vital for displaying the inadequacy that may be viewed as a gap between their current ability and the target level (Bourke, 2008; Gass et al., 1998). Feedback is also regarded as reactive because it may trigger interaction in which modification of language production is likely to appear (Gass & Mackey, 2006). If language production is made available, learners reach a certain level of comprehensibility from both their own language production and the response from the interlocutor (modified input). As both conversational modifications may lead to better comprehension, it may also induce learning (Long, 1997).

Awareness-raising is highly supportive alongside a certain level of learners' attention because awareness can arguably enhance target language learning (Schmidt, 1995). Such awareness is required for noticing the elements of language in language production and modification. The learners must pay attention to lexical, syntactic, semantic, or even discourse structures maximally. Otherwise learners might not gain explicit knowledge, especially when the exposure of the language system is presented following corrective feedback. Awareness-raising may strengthen the understanding of learners towards inadequate structure when interaction may occur. On the one hand, the performance of recast is likely to be followed by deliberate attempts to draw attention to formal properties of language, so strategic training activities are highly recommended in this scenario (Dornyei, 1995; Nakatani, 2005). On the other hand, the performance of negotiation is likely to be followed by intentional interaction (Van Lier, 1994) to enhance learners comprehensibility towards meaning (Dobao & Martínez, 2007; Jamshidnejad, 2011a).

Conversational maintenance is a key notion ensuring meaningful interaction. Maintaining conversation, allowing opportunities for language production, and improving learners' language ability are manifested in conversational maintenance (Faucette, 2001). Learners are

positioned to use their utmost effort to understand and produce language during the span, as the channel of communication remains open (Larsen-Freeman & Long, 1991 in Maleki, 2007). At the same time, they may resort to using communication strategies. Alternatively, they can be assisted by teachers' communication strategies following their expressing signals of limited resources.

It is obvious that many factors including contextual factors may disrupt on-going interaction for a teacher; they can be tight of time, load of teaching, a prescriptive syllabus, and so forth. However, an individual teacher still plays a key role in managing classroom activities or monitoring classroom oral instructions through a certain level of language awareness. When a teacher is aware of the significances of these three elements and realises them in classroom teaching, the potential for learning tends to be good. It can be assumed that feedback provision, learners' noticing through awareness-raising, and conversational maintenance may drive the production of communication strategies leading to improvement of the quality of classroom oral discourse.

The above-mentioned review has shown that the synthesis between metalinguistic awareness and communicative language ability via communication strategies is highly desirable. The roles and origin of awareness can uncover the relationship between language awareness and communication strategies. Through the nature of communication breakdown, the problem solving orientations of communication strategies are found to comprise deficiency orientation (taxonomy) and meaning negotiation orientation (feedback, awareness-raising, and conversational maintenance). All of them are claimed to determine the nature of lecturers' communication strategies in observed classroom teaching, which is in line with the lecturers' language awareness.

Moving from communication strategies, the next sub-sections review language awareness and its levels as the second approach in analysing the strategies.

2.2.4 Affordance, Attention, and Focusing: The Individual level of Language Awareness

The current study focuses on individual language awareness in terms of how lecturers are aware of filtering output on language production of their own, of learners, and of teaching materials (Andrews, 2007, p. 39). Filtering refers to the amount of language production afforded by lecturers to students for understanding language as a system in classroom discourse. Filtering is usually mediated by instructions or lecturers' oral discourse. With

regard to the level of language awareness, it is classified as either level 1 and 2 (See Figure 2).

Filtering can be used by the lecturers to engage with language systems in their instructions. There are three ways learners are exposed to the notion of language as a system: 1) focus on form, 2) focus on FormS, and 3) focus on meaning (Long & Robinson, 1998). Focus on form is awareness-raising of the linguistic component with a main focus on meaning and communication. Focus of FormS, on the other hand, is an approach that teaches specific points of a language system and how it works explicitly (Sheen, 2002). Last but not least, focus on meaning relies on interaction and the idea that classroom language learning will be more effective when learners are allowed to receive an ideal language model and produce language meaningfully via interaction. Moreover, it is claimed that grammar learning via interaction is better for acquisition than learning grammar in order to interact (Ellis & Fotos, 1999).

It is undeniable that communicative language ability is essential for filtering and addressing language systems at this starting level of language awareness. Teachers are required to have a set of communication skills, which requires a high level of proficiency. Drawing upon studies on language awareness that explore the role of a language user, Başıyurt Tüzel and Akcan (2009), Luk and Wong (2010) and Lindahl (2013) have initiated a conceptual synthesis leading to an invisible medium between communicative language ability and metalinguistic awareness. Both communicative language ability and metalinguistic awareness are still the utmost target capabilities; yet the use of communication strategies can compensate for limited proficiency and gradually improve both teacher and learners' communicative language ability and metalinguistic awareness.

With regard to metalinguistic awareness, language awareness itself is multi-layered: 'perception, practical, discursive and technical, and critical' (Van Lier, 1998). The failure of awareness at the perceptual individual level (affordance/filtering from teachers) and the practical level (interactional awareness) may lead to lack of discursive/technical language awareness where metalinguistic awareness resides and where interactive meta-talk can be made available. This indicates the paramount importance of each level of language awareness in order to realise a high input of working language systems in classroom oral discourse.

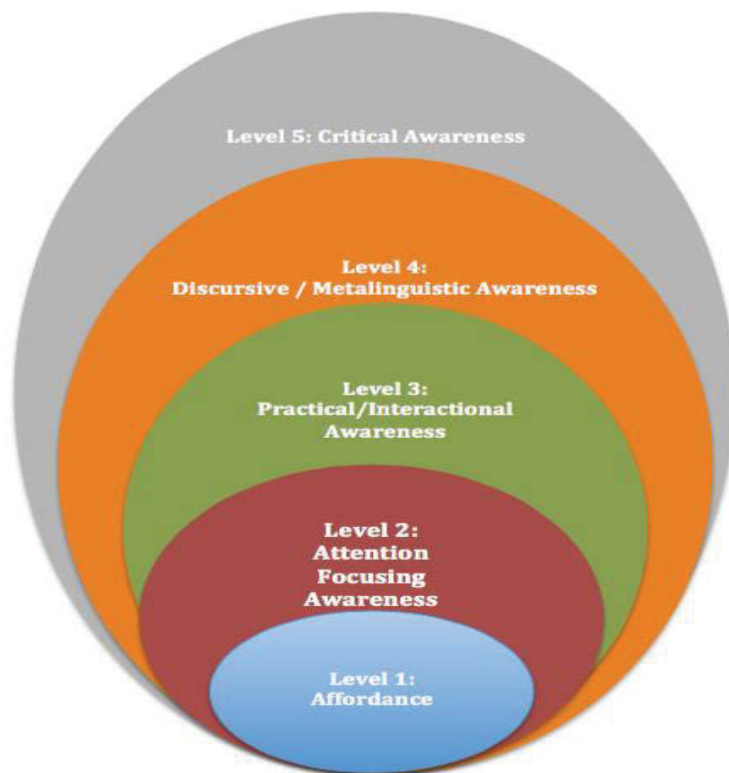


Figure 2 : Level of Language Awareness (Adapted from Van Lier, 1998)

It can be assumed that teacher language awareness must underlie communication strategies on these multi levels equally, especially in handling difficulties in target language communication. In this situation, teachers may have unrecognised and psychological hindrances such as anxiety and nervousness about solving communication breakdowns. But once teacher language awareness has been established, they can solve communication breakdowns subconsciously. It is desirable to produce the target language simultaneously with refining their interlanguage developments. Ideally, communication strategies can lead teachers to be more adept at managing unpredictable interruptions/breakdowns and more conversant with their capabilities of using intellectual and affective resources in communication.

2.2.5 Interactional Awareness in Discourse Modes: The Practical Level of Language Awareness

The practical level of language awareness is manifested in interactional awareness. Interactional awareness is of crucial importance on two ways: it is embedded in teacher language awareness and its significance resides in management of discourse modes that take into account both pedagogic needs and interactional features (Walsh, 2003). There are four discourse modes of teaching in this regard: managerial, materials, skills and systems, and classroom context (Walsh, 2006). Managerial mode is a discourse that occurs at the

beginning. Its purpose is to manage classroom set-up activities by providing information in one-way communication and not involving learners. Material mode is a discourse where materials of teaching become the hub of attention. Both teachers and learners talk about the materials and a little space of interaction may appear. Skills and systems mode is an ideal discourse mode to exploit a working language system and teacher-learner interaction. In comparison with the previous two modes, it offers a number of opportunities to communicate where turn taking is its locus. Though the initiation arises from teachers, the interaction is natural and may be related to the topic elicited from the materials, the language (meta talk), or other reasons. The last, classroom mode is the full learners' discourse where teachers' participation is minimal and limited to error correction. This mode is a very genuine social-communicative activity and teachers act only as a facilitator. It is regarded that interaction will have a huge impact when the interface between skills/system mode and classroom mode occurs in classroom discourse.

With all the above in mind, the relationship between language awareness and communication strategies is critical. It results in a complex challenge for achieving and managing required awareness that a language teacher needs in 'language exploration, languaging (talking about language), engagement and reflection' (Svalberg, 2007, p. 296). On one hand, language awareness starts incorporating interaction in its approach and its multi-layered development positions metalinguistic awareness on its higher level (further discussed in the next subsection). On the other hand, communication strategies can also be performed interactively to solve communication breakdowns and to promote learning.

2.2.6 Social Turn in Language Awareness: The Discursive Level or Metalinguistic Awareness

There has been a reconceptualization of language awareness aligned with the growing scopes of language awareness studies in the past two decades. A constructive division of language awareness studies brings in emerging concepts such as the language awareness approach (Borg, 1994; Wright & Bolitho, 1993), an inclusion of the sociocultural approach in language awareness teacher education (Hawkins, 2004), and even critical language awareness that focuses on the relationship between language and a multilingual teaching context (Svalberg, 2015).

Despite its fragmentation, language awareness in teaching and learning remains dynamic and entirely different from top-down traditional language grammar teaching even though explicit knowledge is still a top priority (Van Lier, 2001). In language awareness, learners' intuition

is regarded as one of the important elements that will ignite curiosity towards the language system, rather than passively being exposed to the language system by a teacher/lecturer (Bourke, 2008). It is deemed effective for raising awareness of learners on how linguistic elements work as a system as well as promoting learners' autonomy.

The features of this approach are reviewed and listed by Svalberg (2007) built upon the previous literature. This approach views language as dynamic via talking about language, involving learners in exploration and discovery, developing learners' strategies, and combining cognitive and affective dimensions. The approach seems to adopt both cognitive and sociocultural principles into its practical activities with communicative and interactive meta-talk and shared-responsibility of learning between teacher and learners.

Regarding how sociocultural aspects are incorporated into the language awareness approach, three aspects have been raised with regard to this study: 1) the need for heightened awareness of social dimensions in language system representation – metalinguistic awareness (Andrews, 1997; Hawkins, 2004), 2) more opportunities for social and interpersonal interaction in classroom discourse (Van Lier, 1994), 3) the fulfilment of three roles of language awareness teachers; language teacher, language analyst, and language user (Borg, 1994). All of these aspects centre on the invisible medium between the role of language user and language analyst via communication strategies ([see 2.2](#)).

This medium needs more exploration because it is highly challenging to achieve a state of metalinguistic awareness for lecturers in classroom discourse. It is a state where cognition and reflection on language systems are embodied into language use, which can exploit both learning and communicative purposes simultaneously. It is said that such a state requires an equal distribution of awareness at all levels. Even the perceptual level of awareness is highly determining in language use strategies and language teaching in the classroom. Then, it affects other impacting elements such as corrective feedback, awareness-raising, and conversational maintenance.

In a nutshell, teacher communication strategy can be viewed as the ultimate manifestation of the language awareness approach in classroom. On the one hand, a working language system is of paramount importance to be learned as content knowledge. On the other hand, teacher metalinguistic awareness is essential for presenting more learning opportunities via interactional/interpersonal communications in classroom discourse. This study incorporates

language awareness and communication strategies in order to maximise the complementarity of explicit and implicit learning of the target language.

In the next sub-section, this study reviews the three theoretical teaching perspectives of communication strategies along with their arguments and underlying factors shaping such perspectives.

2.3 Perspectives on Teachability of Communication Strategies

For more than four decades, the issue of teachability of communication strategies has by no means achieved a consensus amongst the experts. This controversy will be reviewed along with the arguments underpinning each perspective. These perspectives are: 1) direct teachability, arguments, and strategic training/tasks (2.3.1); 2) unteachability, arguments and blurred stance of teaching (2.3.2); and 3) indirect teachability, arguments, and negotiated interaction (2.3.3).

2.3.1 Direct Teachability of Communication Strategies

Since their emergence, communication strategies have been closely connected to Interlanguage (IL) and have appealed to some researchers in language studies. Selinker (1972) regarded strategies as one of the most fundamental components in L2 learning. Savignon (1972) claimed that these strategies were imperative for communicative language teaching and testing. The momentum for teaching communication strategies was advocated following the seminal papers from Canale and Swain (1980) and Canale (1983) that subsumed strategic competence under a sub-component of communicative competence. The implication of such inclusion is that learners can achieve a certain level of communicative competence by enhanced strategic competence.

Subsequently, Faerch and Kasper (1983, 1984) asserted that communication strategies can be compensatory devices for alleviation of deficit linguistic structure in L2 speakers' proficiency. They noted that communication strategies emanate from a cognitive structure of speech production, where users are conscious of existing problems in their efforts to access linguistic resources and must activate a strategic '*conscious plan*' (p. 47). Further, they argued that teaching of such potential consciousness would have an impact on higher metalinguistic awareness (see review of *awareness* beforehand). As a result, the learners are claimed to be capable of coping with similar or unpredictable challenges in the future.

2.3.1.1 Arguments for Direct Teachability

Throughout the growing theoretical and empirical expansion of the field, arguments for its teachability have been considered more predominant compared to those of unteachability. Three supporting arguments for direct teaching are: promoting the nuance of authentic language use; the nature of speech production that requires cognitive structuring on all levels; and the realisation of spontaneity.

Teaching communication strategies can bring a different nuance of instructions and language learning activities, which can turn prescriptive classroom language learning into a kind of ‘street learner’ climate (Willems, 1987). Prescriptive language use may be of limited value in modelling language learners to be ideal language users, or for those who might not be capable of anticipating varied expressions in a real-target language circumstance. In contrast, street learners are exposed to a rich natural language variety, numerous communication breakdowns, and strategies to solve them. Since prescriptive language use in an EFL classroom seems to be prevalent, the pedagogy of communication strategies can be a linking device for learners to acknowledge other models of language in non-pedagogic communicative situations, which are diverse, unpredictable, and goal-oriented (Færch & Kasper, 1983). It is expected that learners could be trained to be adaptable to any unforeseen situations via the communication strategies at their disposal.

The training of communication strategies is also aimed at establishing all the cognitive structure components required in speech production. Communication strategies comprise highly-cognitively structured components and are inseparable from speech production, which requires all levels of previously-founded structures or lower level communication skills in their execution (McLaughlin, 1990). It is unlikely for learners to become familiar with strategies in the target language (even in L1) if they fail to perform the strategies properly due to technical incompetence in lower order components such as articulation or word choices. What is more desirable is to integrate new knowledge into existing structures, and teaching can enhance the structuring to be more stable and automatic (Manchón, 2000). For example, an expression such as ‘It is a kind of’ can be helpful for learners to solve a bottleneck of lexical deficit. Unfortunately, it may be irretrievable for learners without direct teaching.

In addition, since communication breakdowns are unforeseen for L2 learners, it is crucial to establish spontaneity of strategies in target language users’ repertoires. This requires more

building structures; it requires expanding target language's content knowledge to be more grounded (Willems, 1987). Learners are trained in these strategies with the target of retention of such skills naturally. Eventually, they become aware of strategies' appropriateness and develop strategies more creatively.

2.3.1.2 CS Strategy Training/Tasks

A vast majority of the literature in this standpoint recommends teachability of communication strategies by strategy training either on the grounds of the macro processes of the cognitive hypothesis (formation, testing, and automatisisation) or by learner autonomy of the learning strategy hypothesis. The former sees the process as starting with an organisation of L2 knowledge that proceeds from the integration of new knowledge into formerly structured knowledge. Then, it continues on restructuring any disparity between newly-acquired knowledge of L2 and newly-improved interlanguage. Finally, it reaches the automatic system in cognitive processing (Manchón, 2000). Meanwhile, the latter draws from research in learning strategy that emphasizes individual self-direction and self-access through training in how to adapt knowledge to other real L2 use situations (Oxford, 2003).

More interestingly, three stages of learning strategies accommodate the mastery of communication strategies (especially in automatisisation), namely metacognitive, cognitive, and social and affective processes (Chamot & O'Malley, 1996, p. 264; Chamot & O'Malley, 1990). In the first stage, learners reflect on their own abilities and do self-monitoring and evaluation. Next, learners complete content and tasks followed by recalling and making inferences about what they have learnt and done. And last, they deploy social and affective strategies to make clarification request, confirmation check, and so forth.

In alliance with this perspective, Dornyei (1995, p. 63) suggested a learning strategy of six interrelated procedures: raising learners awareness about the nature and communicative potential of CSs; encouraging learners to be willing to take risks and use CSs; providing L2 models of the use of certain CSs; highlighting cross cultural differences; teaching CS directly; and providing opportunities to practice.

Despite the fact that all proponents of this perspective agree on this particular pedagogy, there are other alternative micro activities recommended. Færch and Kasper (1986, p. 186) suggested teaching communication strategies by communication games either with full visual contact between participants and full possibilities of immediate feedback; communication games without visual contacts but with full possibilities of immediate feedback; or

monologue with limited or no immediate feedback. Willems (1987, p. 357) also called for approximation and paraphrasing instructional exercises with pictures/crossword puzzles.

2.3.2 Unteachability of Communication Strategies

However, the psycholinguistic view takes a different stance towards the pedagogy of communication strategies even though both perspectives have a similar origin in cognitive psychology. This perspective focuses on internal and cognitive, which means L2 reference production is unlikely to be adequate to indicate one's strategic competence. The analysis of communication strategies must involve underpinning cognitive processes (especially about decision making) with the observable components of communication strategies. The experts in this perspective advocate comprehensive inquiry into L1 and L2/TL users' rationale in employing communication strategies (Bialystok, 1990b; Bongaerts & Poulisse, 1989).

2.3.2.1 Arguments for Unteachability

The high-structure cognitive functioning required for communication strategies and transferability of strategies from L1 to L2/TL are two main arguments that distinguish this perspective from the other two.

Communication strategies are regarded here as restructuring knowledge organisation as did the previous perspective; however, this perspective claims that the performance of surface structure is unlikely to guarantee any progress in deep structure (communicative competence). Strategic competence requires 'analysis and control' drawn from established linguistic capacity (Bialystok, 1990a, p. 145). Such structure is achieved by giving more priority to linguistic competence than strategic competence. If learners are communicating unsuccessfully with their deficiency, it seems to be illogical to develop their language structure to use communication strategies (Kellerman, 1991, p. 158). Enabling learners to use communication strategies should start from their competence then performance. Thus, this perspective requires a fairly developed linguistic competence preceding the strategic competence of learners.

In addition, this perspective holds that the development of L2 learners' 'deep structure' has expanded since they learned L1 by which learners have been empowered to execute such strategies in L2 as they are identical with their L1 reference. This stems from the result of research studies comparing Dutch and English by the Nijmegen group, in which it is claimed that the L1 and L2 communication strategies are not unlike (Poulisse, 1994). Thus, it seems

to be pointless to teach communication strategies in L2 as the tactics can be automatically transferred from L1.

2.3.2.2 Blurred Stance on Teachability

It is interesting that, apart from its unteachable standpoint, the perspective allows the slight possibility of teaching communication strategies in an effort to reinforce the linguistic competence of learners by ‘real-life communication tasks’ (E. Bialystok & Kellerman, 1987). The teaching is not intended to replace the functional approach in pedagogy; it is just a supplement for learners to go a step higher in their language proficiency in communicative tasks (Si Qing, 1990, p. 183). Established linguistic competence must be previously met on the one hand, and learners are given required knowledge of performing such actions in particular situated contexts properly on the other hand. This seemingly blurs the discrepancy between the proponent and the opponent of teaching communication strategies.

This position has left many mysteries after having been idle for decades. Two factors are of interest: the preconditions of its teaching and the consistency between teachers’ observable acts and teachers’ awareness in stimulated recall. The former pertains to level of proficiency, learning circumstances, and age of learners to start learning. The latter concerns how tricky it is to associate absence of communication strategy in self-reflection with the teachers’ unteachable perspective.

The second factor requires understanding the experience of L2 learning of the participants, their planned or on-going professional development, and probing as explicitly as possible to confirm participants’ awareness of the strategies.

2.3.3 Indirect Teachability of Communication Strategies

An emphasis on problem-solving management inevitably leads to the emergence of another stance of communication strategies pedagogy, which posits shared-responsibility in the face of the breakdown. It derives from a seminal paper from Tarone and Yule (Tarone, 1980, p. 420; 1981; Yule & Tarone, 1991) that defines communication strategies as ‘a mutual attempt of interactants’ negotiation of unshared meaning’. Drawing from such a definition, joint responsibility amongst the interlocutors has been earmarked as demarcating the traditional from the interactional perspective.

A potential solution from social milieu derives from the Zone of Proximal Development in Vygotskian Sociocultural Theory. This notion is thought of as the gap between the current

level of one's ability (alone) and one's potential ability with the assistance of adult or the more capable one (Lantolf, 2006). If such mutuality is truly imparted into teaching activities, the understanding of error would change from negative to positive as a trigger of learning. Learners would be taught not to give up following any breakdown and would be encouraged to produce L2 with less anxiety of committing errors.

Negotiation in this study refers to a continuous conversational interaction in which communication breakdown pushes learners to produce uptake (a response following CSs) and receive modified output (language produced by interlocutors/teachers). It is preceded by negotiated feedback in which the conversational course is still maintained. Then, it proceeds to meaningful interaction (Dobao & Martínez, 2007; Foster & Ohta, 2005; Gass et al., 1998; Pica, 1994; Swain & Lapkin, 1998).

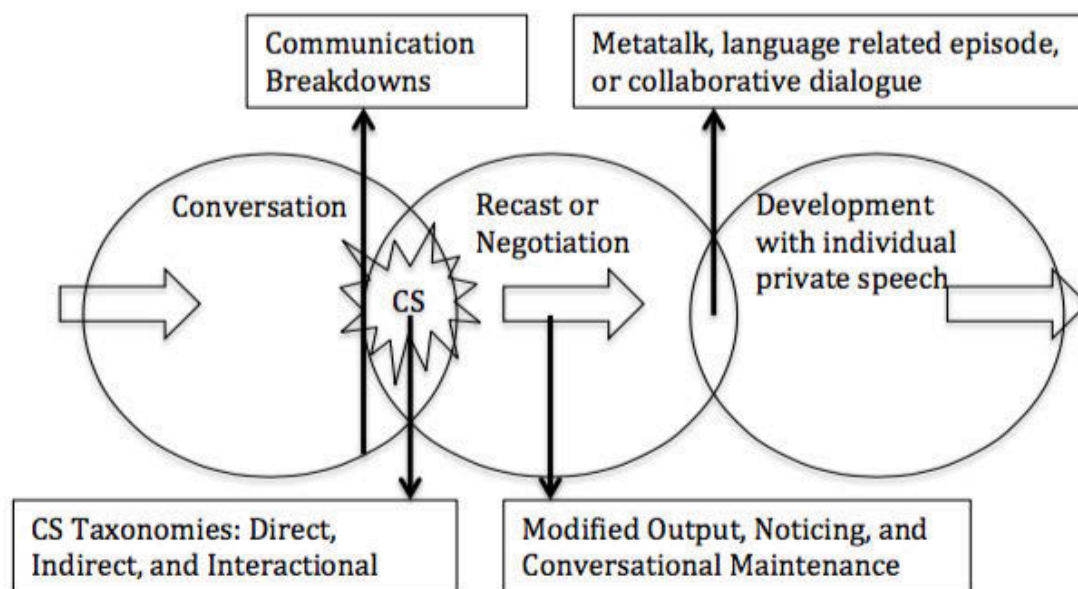


Figure 3: Relationship between Negotiation, Communication Strategies and the Sociocultural Theory adapted from Dobao and Martínez (2007) ; Foster and Ohta (2005); Gass and Mackey (2006); and Swain and Lapkin (1998).

This perspective was not initially positioned in the limelight due to less emphasis on the integration between communication strategies and negotiation and the fact that studies of communication strategies in the past did not accommodate sociocultural influences in which negotiation leads to interaction, pertinent in Sociocultural Theory.

However, some studies have demonstrated such synthesis, amongst them Williams, Inscoc, and Tasker (1997) who illuminated the added-value of mutual comprehension by communication strategies between International Teaching Assistants and Native Speakers

(undergraduate students) in an interactional academic context; Dobao and Martínez (2007) who suggested the use of a collaborative model of communication in understanding Communication Strategies; (Nakatani (2006), 2010)) who constructed an inventory comprising listening problems and speaking problems called Oral Communication Strategies and who stated unequivocally that conversational maintenance and negotiation can enhance learners' communication ability; (Jamshidnejad (2011a), 2011b)) who proved communication strategies can promote enhancement of forms and accuracy in language use; and Doqaruni and Yaqubi (2011) as well as more recently Doqaruni (2015b) who suggested incorporating contextual and social factors into the studies.

In the same vein, research studies in negotiation have amalgamated Vygotskian's sociocultural theory into their analysis, for example mutual peer assistance (Foster & Ohta, 2005), collaborative dialogue (Swain, 2000), negotiated feedback and recast in interaction (Nassaji & Swain, 2000), and scaffolded feedback in negotiation resulting in learners' positive development of (Rassaei, 2014). The findings of these studies seem to have sparked off future studies to investigate learning opportunities, where negotiation and communication strategies reside in (negotiated) interaction.

2.3.3.1 Arguments for Indirect Teachability

This perspective is reported to have cutting-edge claims, namely: communication strategies as a social-joint cognition process; a transformation from communication breakdowns to communicative success; and permeating the spread of sociocultural aspects such as genre, learning environment, cultural background in studies of communication strategies.

Firstly, the ingrained disposition of cognitive psycholinguistics is exercised by arguing that communication strategies are not only an independent brain product, rather they belong to an interactional mechanism that contains mutually-shared communication goals. This means that the solution to communication breakdown does not necessarily reside in an individual speaker/interlocutor, but spreads across the potential milieu of the more capable peers or teachers as experts through their assistance as in Vygotsky's sociocultural theory (Rojas-Drummond, Mercer, & Dabrowski, 2001). The negotiation in communication strategies is also construed as social interaction (Halliday, 1978) and as a product of inter-subjective understanding, in which the speaking turns act as the mediation or centre (Schegloff, 1992). Teachers accommodate learners' efforts according to their initial communicative intent,

provide cooperative moves and implicit/explicit negative feedback, and promote motivation along with learning opportunities so there are three-fold benefits.

Furthermore, the great emphasis is placed by sociocultural theorists on human higher mental functioning produced in a dialectic unit, where interaction becomes a conduit of development of new or restructured prior knowledge or skills. Interaction here is highly valued to build such a mental operation, including improving language proficiency. Such a process is social in origin and is channelled through mediated activity that proceeds from the 'intermental' or social to the 'intramental' or individual cognitive domain (Aljaafreh & Lantolf, 1994).

The former (intermental) is much more valued in this study because it focuses on how assistance towards interaction can serve the quality of learning in the interface between learning and development. Indeed, development in the intramental domain constitutes a step higher conceptual category than the current language level that invokes human mental functioning through private speech (Lantolf, 2006), which is idiosyncratic and tough to elicit. In this regard, assistance from the more capable (teachers/peers in classroom context) is crucial to offer a wide range of learning opportunities in individual cognitive development.

Secondly, communication breakdown causes learners to resort to using communication strategies, thus the 'incomprehensible message' or 'communicative impasse' is essential for the emergence of strategies (Ellis & Fotos, 1999; Pica, 1994). Sociocultural theory proposes that such a notion takes a positive turn into 'communicative success' as ensuing assistance appears from the more capable (Foster & Ohta, 2005, p. 425). The assistance is highly appreciated measured on a continuum from 'others' regulation' or how social milieu promotes learning, to 'self-regulation' or how an individual learner appropriates the newly-acquired knowledge into part of their personal development (Anton, 1999). Since teaching is one of the socially mediated activities of others' regulation, teaching is viewed as a realm of assistance provision that supports learners for performing targeted functions of language as they move from experts' control to learners' own control.

As a final proposition, the expansion of socio-cultural aspects permeates the studies of communication strategies which are claimed to have identified influential sociocultural aspects impacting on communication strategies. Among the findings are learners characteristics – ectenic or synoptic (Littlemore, 2003); learning contexts - study at home or study abroad the use of communication strategies (Lafford, 2004); ages and learning contexts (Montero, Serrano, & Llanes, 2013); gender (Huang, 2010; Zhao & Intaraprasert, 2013);

nationality/first language/cultural background (Hsieh, 2014; Rabab'ah, 2013; Wang, Lai, & Leslie, 2014); and context of language use such as English as Lingua Franca context (Kaur, 2011).

These studies show that sociocultural theory seems to be now accredited and viable for analysing the phenomena of communication strategies along with rationales in dynamic classroom interaction and in various contexts including the context of English as Foreign Language (EFL).

2.3.3.2 Negotiated Interaction

The perspective of indirect teaching posits negotiated interaction as the mediation of learning. In classroom teaching, interaction between a teacher, a learner and amongst learners depends on teachers' language awareness (all levels of awareness). When communication breakdown emerges, the teacher is sensitive to letting communication strategies play their role. The teacher has been equipped with self-guidelines on how to provide corrective feedback either by recast or negotiated interaction towards how the target language works (Bolitho et al., 2003). Then, learners are given numerous opportunities to produce language. The teacher continues to talk about a discrete point of the language (related to the breakdown) and the learners may discuss it with their peers in meta-talk discussion, collaborative dialogue, or language-related episodes.

2.4 Unresolved Issues and Impetus for the Sociocultural Theory

In spite of the above-mentioned arguments for each of the perspectives, some unresolved issues still need to be taken into account for analysing the synthesis between language awareness and communication strategies. Three interrelated major issues are highlighted, namely: the nature of communication strategies; teachers' cognition (belief) as a manifest of language development; and learners' perception on communication strategies.

2.4.1 The Nature of Communication Strategies

Conversational interaction in a classroom context is unique and dynamic in which communication strategies can play an important role in enhancing learning. Nevertheless, neither direct nor indirect perspectives seem to have reached a definitive conclusion how to leverage the potential. If language awareness is suggested, the type and level of awareness must be a subject of inquiry through the analysis of the nature of communication strategies.

No doubt many interactions are absent, interrupted, and continued but meaningless because of various factors. Such factors can arise from both lecturers' and learners' sides.

Two arguments arise from this quandary: 1) it seems that the teachers' role is relegated to being a secondary role (learners' role is more determining) in relation to how instructions in strategy training can lead to automaticity in learners in the direct view; 2) the teachers' role, on the other hand, is more valued as being significant when a communicative breakdown is followed by interaction comprising corrective feedback, awareness-raising, and conversational maintenance.

The first argument lies in the claim that retention can be achieved when learners are equipped with metacognitive competence or knowing 'what strategies, how, why, and when such strategies should be used' (Manchón, 2000, p. 17). Learners themselves are key determinants to ensure internalisation of the strategies into their repertoires; in consequence, some learners excel at reaching near-native proficiency earlier than other learners due to their own aptitudes and struggles towards the target language proficiency.

In addressing learners' variability towards achieving near native-like competence, Levelt's speech production study (Levelt, 1995) states that target language speakers may have slowed down (non-automatic) language processing (Dornyei & Kormos, 1998, p. 355). So the process of formation, testing, and automaticity must be implemented constantly in the learning process, which tends to be a mainstream educational activity. As an implication, over-emphasis on cognitive development with drills and communicative tasks is preferable. This stance gives prominence to learners' own language development in which exposure to formal instructions is desirable in strategy training (Faucette, 2001).

In addition, the focused-on-learner concept is apparently taken into account due to teachers' lack of proficiency, less training skills of strategy instruction, and even improved proficiency. Not all teachers achieve native-like competence even though they have devoted themselves to long term educational training (Medgyes, 1994). Teachers may be ill-equipped for teaching communication strategies because strategic competence-related trainings are rarely conducted. It is highly likely that strategic competence is not given priority compared to linguistic competence (Nyikos, 1999).

With regard to the second argument, a working language system is claimed to be more effectively-taught via interaction (Ellis & Fotos, 1999). Interaction can be made meaningfully

by a lecturer/teacher in most teaching contexts due to a significant role of the teacher as a facilitator. This role requires a teacher to be always willing to engage with language content using learning and teaching materials, sensitive to learners' difficulties, and mentally alert to provide assistance. All of these are drawn from the teacher's confidence in language awareness and communicative language ability (Andrews, 2003; Hislam & Cajkler, 2005).

From this perspective, promoting learner autonomy seems to be unattainable unless there is high language awareness that induces communication strategies. Teacher language awareness can increase sensitivity towards errors via corrective feedback, awareness-raising, and conversational maintenance (Bourke, 2008). Further, the language awareness approach has been viewed as pedagogic with good classroom interaction (Bolitho et al., 2003). Interaction is expected to activate learner autonomy or readiness in self-intuition, which may not be attainable without the hands-on skills of the teacher in managing interaction for learning (Kumaravadivelu, 1994). In this regard, quality interaction can be made available based on teacher language awareness and communication strategies in classroom teaching instead of relying merely on explanation of rules and exemplifications.

Indeed, lack of awareness of their own verbal discourse is still prevalent in classroom interaction. Teachers' major role as a facilitator is often not followed by awareness of creating a strong relationship between interaction and specific pedagogic intention (Van Lier, 2014). It does not mean teachers have limited awareness, just that they have not realised that their verbal discourse/interaction can be enhanced if the interaction is managed thoughtfully by increasing control of the awareness. One of the suggested ways to analyse teacher interactional awareness by Walsh (2003) (further discussed in sub-section 2.2.5) is to examine how interaction is often imposed on structures that restrict learners to develop ideas in classroom interaction.

In response to their lack of proficiency and pedagogical skills, teachers are usually determined to 'consolidate their teacher persona' (Azian, Abdul Raof, Ismail, & Hamzah, 2013, p. 293). In other words, they try to improve their skills from their practical knowledge over years' teaching experiences and their reflection as language learners. It is claimed that teaching experience may affect the use of communication strategies due to teachers' increasing language proficiency (Doqaruni, 2015a)

Even though professional development (teacher training) may not place great importance on strategic competence, nevertheless high demanding individuals are upgraded as language

teachers compared to other teachers (Borg, 2006). Language teachers are mostly keen to search for supports for themselves with regard to their communicative competence such as independent critical attention to language components (reflective practice). They also constantly experience evolution of language awareness over time (Andrews, 2006).

With all this in mind, this study encompasses the two arguments above. The study is open to all of these possibilities and any emerging arguments are explored by accessing data from both macro and micro practices of lecturers' communication strategies. It is hoped that the findings may explicate the lecturers' communication strategies and identify whether language awareness may underlie the use of such strategies.

2.4.2 Teachers' Cognition (Belief) as A Manifest of Language Development

This study incorporates Vygotsky's sociocultural theory due to possibility that the observable communication strategies might not originate exclusively in pedagogic objectives and awareness, but are more entrenched in belief or cognition. It is believed that learning experience, knowledge from teaching experience, teacher education (both pre-service and in-service), and contextual factors might affect teachers' cognition in shaping the nature of instructional practices (Borg, 2003). All of these can be seen as producing variability in the relationship between teachers' behaviour and awareness in past studies, especially when contradictions (unexpected/unpredictable aspects) present to an individual teacher in a specific teaching context. This may explain why teachers' instructional acts differ in classroom oral discourse. This study strives to explore the gap between the lecturers' belief and other factors stimulating the use of communication strategies in classroom teachings.

Furthermore, it seems to be insufficient to claim that the level of proficiency mainly causes an absence of communication strategies in teacher's classroom interaction. The strategies can appear from a pedagogic intention, accidental setting needs, or more deeply from teachers' repertoire. As a sociocultural agent, an individual teacher/lecturer's cognition (thinking and practice) can be driven or even constrained by 'power' beyond oneself (Borg, 2015). Therefore, it is suggested a more encompassing analysis should include higher mental entities (such as family, school or university, community) as distinctive contexts of learning/teaching. An integrated conceptual framework has been called for in response to the link between emotion, cognition, social context, and practices (Freeman, 2004; Golombek & Johnson, 2004; Johnson, 2006).

The most compelling need is to incorporate the process of cognition development. Genetic analysis is selected due to its feasibility to explore deep-rooted rationales since the phenomena of communication strategies may be part of teachers' repertoires. It is a truism that teachers' repertoires are a historical output of higher human mental functioning from time to time. The target of analysis is not only the external processes (observable communication strategies) but also the internal processes (socio-cognitive reasoning) that may function dynamically in different contexts. The 'interconnectedness' of these two dimensions is highly valued in genetic analysis (John-Steiner & Mahn, 1996, p. 194). Genetic analysis reveals the rationales of communication strategies and other factors that might affect such underlying bases. This study is expected to obtain a unifying representational image of synthesizing language awareness, communication strategies, and teaching/ learning contexts.

This study adopts the method of using the narratives of language teachers to analyse the phenomena of lecturers' communication strategies along with subsequent aspects on individual, contextual and social levels (Harbon, 2014). Narratives are extracted from the lecturers' recalls and comprise not only a description of awareness and pedagogic intention, but also personal story, life experience, and the like (for more see Appendix 5). Narrative analysis is selected due to its reliability to explore the self-awareness of lecturers towards other powers beside themselves and it is a reflective approach for moulding the communication strategies rooted in lecturers' repertoires.

To establish a boundary in this study, the genetic analysis is restricted to micro genetic (specific acts of human activity – communication strategies) and ontogenetic analysis (socio-historic influences – life span learning and teaching experiences). In other words, this analysis covers individual development over the course of time resulting from interaction between an individual and his/her personal socio-cultural setting because the core development of higher mental function is internalised in social relationships. The incorporation of sociocultural theory into this analysis does not go beyond the individual level and the sociocultural influences inflicted upon the individual. This means that the analysis does not involve a participant's social group attributions of motive/understanding that belong to higher-level genetic analysis (cultural-historic influences).

2.4.3 Learners' Perception of Communication Strategies

This study pays attention to both teacher and learners. It is undeniable that students are exposed to strategy training and negotiated interaction by direct and indirect teaching respectively. Both direct and indirect teachings have focused their arguments on learners with regard to their potential for learning.

On one side, learner autonomy has been posited as justifying a learner-centred approach to strategy training and this is suggested as the way communication strategies should be taught (Manchón, 2000). One of the ways is via metacognitive strategies that are allied to strategy training. It is claimed that learners' communication strategies are raised when learners are taught to plan, monitor, and evaluate the execution of strategies in their classroom practices (Chamot & O'Malley, 1996).

Nevertheless, there seems to be no guarantee that training of learners would result in reliable and sensible success for all learners, in particular enabling learners to recall the strategies in real situations. The justification for this approach is predicated solely on learners' performance of communication strategies, which clearly reveals a gap between a successful and an unsuccessful learner. In fact, there are other influences that enable successful learners to use more varieties of the strategies than their peers such as teacher rapport with learners, learner motivation to achieve near-native proficiency, learning facilities, learner attitude towards communication strategies, and the like.

Apart from strategy training, negotiated interaction is highly valued in the development of learners, in which classroom activities and interaction are regarded as mediated means to empower language learners ability (Wells, 1999). In this approach priority is given not only to learners' adaptability towards interactional settings but also the knowledge of problem-solving management and the accessibility of such knowledge. Since the learner developmental process is malleable and dynamic, a successful user of these strategies is facilitated by a positive classroom culture that constantly shapes such opportunities through reflective construction. Such reflective construction imparts the strategies into learners' repertoire (Donato & McCormick, 1994).

Both perspectives are accommodated in this study and the possibility of transformation from teachers' communication strategies into learners' communication strategies is investigated. Learners' metacognitive awareness and lecturers' language awareness are key determinants

of this meeting point. Learner perception is imperative for minimising perceptual mismatches of understanding communication strategies. The analysis of learner perception also strives to capture factors that encourage and discourage the establishment of a classroom culture suitable for developing strategic competence.

CHAPTER III: METHODOLOGY

3.1 Overview

Following the literature review, the research approach and design, sampling strategy, and research methods (data collection and analysis) are elaborated in this chapter.

3.2 Research Approach and Design

The research approach of this study is qualitative in consideration of the researcher's personal experience of teaching and a demand for robust critical analysis of classroom interactions. The former lies in a desire to improve the quality of the discourse, whereas the latter stems from an understanding of the abstraction and elusiveness of the data type (cognition and perception), especially when analysing language awareness to perform communication strategies. Great attention is paid to classroom interaction of lecturers to engender multiple understandings. Since such self-perceived understandings are regarded as beliefs (ingrained and entrenched into their cognition) and are genetically developed over time, these data will be analysed inductively. Therefore, the qualitative approach is selected due to its effectiveness to cover the depth and breadth of these data for analysis.

The philosophical approach to this research is constructivism because the study aims not only to unravel the phenomena of communication strategies of L2 learning practice, but also to understand the rationale of such phenomena in a designated EFL classroom context. This study relies on participants' rationales and views (lecturers and learners respectively) to act / be involved in any events in their natural life setting – or a socio-historical context (Hsieh, 2014). Such rationales and views will raise multiple understandings towards a single teacher behaviour.

Case study is selected as the study's research design due to its strengths to unravel a specific phenomenon in detail and rigorously explicate complexities, and to reshape an existing theory behind a current situation (Creswell, 2013). This method is a well-recognized procedure of inquiry that is able to comprehend text and action when interpretation is the main interest of study (Walton, 1992). The following table describes research questions, data collection, type of data, and focus of research:

Table 1: Information of Research Questions, Data Collection, Type of Data, and Focus of Research

Research Questions	Data Collection	Type	Focus
What is the nature of English language lecturers' communication strategies (CSs) as observed in English classrooms in Syiah Kuala University, The Province of Aceh, Indonesia?	Observation	Qual. Data	Lecturers' communication strategies/ learners' responses/classroom talks
What are the English language lecturers' beliefs underpinning the use of those communication strategies?	Stimulated Recall Method	Qual. Data	Lecturers' beliefs about communication strategies
How do English language learners perceive the language learning in their English classrooms?	Focus Group	Qual. Data	Learners' perceptions of classroom communication strategies

3.3 Sampling Strategy

This study selected a small sample (purposive sampling) for analysing the depth as well as the breadth of the phenomenon in a single site (Miles & Huberman, 1994, p. 7). Drawing upon what Creswell (Yin, 2010) states, a single site is able to provide comprehensive information and understanding about what is being rigorously investigated.

The single site of this study is the Faculty of Teacher Training Education in Syiah Kuala University. This faculty consists of many study programs; one of them is the English Study Program, which is the only and the most established state facility. It provides professional development services and Language Teacher Education for both English pre-service and in-service teachers across the Province of Aceh, Indonesia. Another reason that this site has been selected is that it is one of the institutes for teacher education (*LPTK* stands for *Lembaga Pendidikan Tenaga Kependidikan*) to conduct teacher training for English Education in the west region of Indonesia (Sumatera Island, the Province of Aceh in particular). In connection with a scholarship program, this institution has been a partner of the Government of Aceh, International Embassies, and other funding bodies to provide English proficiency enhancement for their awardees who must fulfil international students' English standard requirements of overseas-targeted universities.

The sampling strategy was narrow (individual and process) because of the requirements of the data collection. The total number of lecturers in the program is thirty-five (N=35) and this study selected, on a voluntary basis and with informed consent, 2 (two) lecturers who are teaching units/subjects in the current educational semester (2015/2016) and who have achieved at least 6.5 IELTS Band Score or above 550 TOELF Score.

In this study, the words ‘teacher’ and ‘lecturer’ are used interchangeably. The former is used mainly due to theoretical concerns about constructing the conceptual framework, while the latter is used to entwine the study with the context of teaching – a university teacher. Both of these words refer to a group of academics whose role and responsibility is to enhance pre-service and in-service English teachers’ skills and competence at university level.

Participant A is regarded as more experienced compared to Participant B because the Faculty had officially recruited Participant A earlier than Participant B. Both have experienced overseas education. Not only did Participant A have earlier contact with the target language but also longer exposure compared to Participant B.

Regarding the university students, it was the lecturers’ decision which two units were chosen to be the sampling unit (each lecturer chose one unit). The lecturers and units become a compact unit so learners in these units were highly likely to become participants in this study. Informed consent forms based on UTS Ethics Committee requested students’ participation in observation. The class size was relatively small (between 10 – 25 students only). Finally, 5 (five) university students from each unit were selected at random with informed consent to be in Focus Group. This number was selected in consideration of the quality and the depth of perceptions of these five students to recall their experiences being exposed by classroom communication strategies. The same lecturers/units/students were involved throughout the fieldwork.

The selection of units considered two main aspects; existing interaction and learners’ language proficiency. Interaction is the focus of this study and communicative exchanges within classroom interaction are expected to appear during observation. Therefore, it is preferable to choose content-language units or discussion units, which predominantly contain interaction/talk in classroom teaching.

3.4 Data Collection

The data collection used (non participant) observation and stimulated recall that have long been recognised as strategies in cognitive based research in second language studies (Mackey & Gass, 2013), and focus group discussion for educational research (Creswell, 2007). Data collection took 10 hours in sum. The delivery language of stimulated recall was English with code switching to Bahasa Indonesia, whereas the focus group discussion entirely used Bahasa Indonesia. All of them are elaborated as follows:

3.4.1 Non-Participant Observation

The first method of data collection is Non-Participant Observation. This type of observation ensures that the role of observer is truly objective, independent of any objects or activities being observed in a natural setting (Krueger, 2009; Stewart & Shamdasani, 2014). The approach of observation is semi-structured due to its purpose to generate hypotheses instead of testing hypotheses (Bryman, 2012). It aims to describe the phenomena of lecturers' language awareness and communication strategies.

The observation was conducted in natural and unrestricted ways (Cohen, Manion, & Morrison, 2007, p. 397). Nevertheless, the observer decided on the foci of observation (Punch, 2013, p. 179), selecting classroom communication strategies and their corresponding companions (feedback, awareness-raising, conversational maintenance), and taxonomy of communication strategies on teachers and learners (Dornyei & Scott, 1997, p. 197). The observation was assisted by a time-based instrument that uses interval sampling with a minute break per three minutes to write field notes (See Appendix 3). Detailed language expressions made in classroom were then supported with audio-video recording, which became a triangulating means for other methods (recalls and focus groups) and data analysis.

Observations were conducted on each subject of research twice (in total $2 \times 2 = 4$ observational sessions). Each teaching session took approximately an hour as had been internally stipulated by the standard operating procedure (SOP) of the University of Syiah Kuala. In sum, there were 4 (four) hours' observational sessions on all participants of the research (see Table 2).

3.4.2 Stimulated Recall Method

Gass and Mackey advocate this method (2000). It works effectively in two ways; to produce in-depth exploration of practices in the classroom and to uncover the internal process of thought underlying such practices. In studies of communication strategies, the proponents of the psycholinguistic perspective suggest this method in order to validate underlying memories of performing communication strategies. Earlier than that, retrospective verbal reports had been used to analyse communication strategies in classroom (Poulisse, Bongaerts, & Kellerman, 1987).

Theoretically there should be no lengthy time interval between the classroom observations and the stimulated recall. It is said this method has '95% accuracy when the recall

arrangement is no more than 48 hours'. This arrangement increases the method's validity (Bloom 1954 as cited in Gass & Mackey, 2000, p. 13). However, the interval had to be adjusted due to many contextual considerations. It seemed to be unrealistic to conduct stimulated recall as soon as the class observation was finished. This was because the observation had determined specific aspects to be noticed and such aspects needed to be questioned and enquired within stimulated recalls. Besides, the participants' time availability and workloads were highly respected in the research's ethics. To mitigate this issue, the researcher did a review of provisional findings upon completion of the observational sessions. The researcher also explained this problem to the participants if they proposed a different day for recalls.

Recalls for lecturers were implemented once for each accomplished observational session (2 lecturers x 2 sessions = 4 recalls). In order to avoid fatigue, each recall session for lecturers lasted a maximum of 1 (one) hour. In sum, there were 4 (four) hours of recalls for both lecturers.

There were three phases of each recall, namely general opening questions that previously had been given to lecturers, stimulated recall, and probing/validation of any information elicited in the recall.

In general opening questions, lecturers' interest in learning/teaching English and language proficiency were explored in the first session. Similarly, the participants were queried about opinions towards learners' error/breakdown in interaction and about ways to improve/maintain their quality of language teaching in the second session. All of these questions were intended to cover a full description of lecturers' socio-historic language development comprising engagement in the teaching context with regard to their self-learning, self-reflection towards learners' errors/breakdown, language proficiency expectation of graduates, self-professional teaching experience and development in the past.

At the outset of the second phase, instructions about the recall were given to participants (refer to Appendix 5) with regard to watching, controlling the video (replay, rewind, pause, etc), and expressing the participants' thoughts (what were you thinking at this point?). Then, the video was played and either researcher or participants could pause/stop the video to initiate the recalls. In the last phase, the researcher raised some unresolved issues found in the recall for the purpose of deeper exploration.

3.4.3 Focus Group

The focus group aims to present learners' voices about classroom communication strategies. The voices are interpreted as perceptions that reveal their position as independent learners, which might echo their motivation and insights (Lyle, 2003). Such data generating will strengthen findings obtained through the other two methods.

Each unit, consisting of 5 (five) learners, was interviewed once. Each session lasted 1 (one) hour. The selection of learners was random selection from their attendance list. In sum, there were 2 (two) hours of focus group discussion with learners.

Two questions were given to each learner: 1) Imagine the most accomplished language teachers, what communication strategies do they use to assist your language learning? 2) Imagine the least accomplished language teachers, what communication strategies do they use to assist your language learning?

The first 15 (fifteen) minutes with the focus group contained introduction (what the research about) and exemplification of communication strategies so that learners could understand which communication strategies the questions referred to (by a video and additional explanation). The taxonomy of communication strategies was also distributed so that they might have some knowledge of teachers' behaviours labelled as communication strategies.

Table 2: Description of Method, Data Collection, and Duration

No	Method	Kinds of Recording	Date	Duration Hours/Mins/Secs	Participant
1	1st Observation	Audio	21st /10/2015	01.16.32	A
		Video	21st /10/2015	01.13.48	A
2	2nd Observation	Audio	26th /10/2015	01.33.44	A
		Video	26th /10/2015	57.32	A
3	1st Stimulated Recall	Audio	22nd /10/2015	01.03.07	A
4	2nd Stimulated Recall	Audio	3rd /11/2015	58.36	A
5	Focus Group Discussion	Audio	21st /11/2015	40.00	A
1	1st Observation	Audio	27th /10/2015	01.04.50	B
		Video	27th /10/2015	01.06.07	B

2	2nd Observation	Audio	10th /11/2015	01.01.46	B
		Video	10th /11/2015	01.06.33	B
3	1st Stimulated Recall	Audio	10th /11/2015	01.03.49	B
4	2nd Stimulated Recall	Audio	17th /11/2015	56.47	B
5	Focus Group Discussion	Audio	24th /11/2015	58.00	B
			Total	15.02.25	

3.5 Data Analysis

There were two methods of analysing data in this study; Conversational Analysis for classroom interaction and Analytic Induction for recall and focus group.

Conversational analysis is selected due to its ability to uncover the underlying structures of talk in interaction in which communication strategies reside. It can cover all embedded contexts and deep-seated meaning in exchanges (Foster & Ohta, 2005). In sociocultural theory, this method has special interest in how cognition is socially distributed through interaction (Morgan, 1996, p. 139). Similar to direct teaching of CS, this method also works for investigating the strategies in teachers' classroom oral discourse in which strategic training may appear.

Meanwhile, Analytic Induction not only enables a systematic approach to analyse qualitative data through four recurring stages: data condensation, data display, data verification and conclusion (Miles, Huberman, & Saldana, 2013), but also effectively shows the interrelatedness of these stages in validating some themes in all stages iteratively (Markee, 2000; Markee & Kasper, 2004; Schegloff, 1991). Analytic induction also can function to describe/explore themes in data via N-VIVO software so that it may establish a linkage (not necessarily causality) between one's behaviour and knowledge building as well as a set of perceptions towards a phenomenon (Punch, 2013).

Furthermore, data analysis in analytic induction adopted the method of description because this study was largely to explore lecturers' beliefs underpinning communication strategies and learners' perception of such language learning. In data condensation, the process of selecting and extracting data was undertaken repeatedly and concurrently within the recurring four stages: data condensation, data display and data verification, and data conclusion

through coding, developing themes/generating categories, jotting and writing analytic memos.

The conversational data analysis started from identification of communication strategies and classification of such strategies into the taxonomy from Dornyei and Scott (1997) (see Appendix 1). This process was assisted by observation as a triangulating means. Indeed, observation played an important role in quickly paying attention to some relevant spots/episodes (presumably communication strategies) in classroom verbal interaction.

In reference to conversational analysis (see appendix 2 for its convention), the transcription continued to confirm whether the context and meaning in the previously selected episodes were germane to the taxonomy. Concurrently, other accompanying elements such as classroom modes, corrective feedback, awareness-raising, and conversational maintenance were analysed recurrently. Both episodes and the corresponding detailed explanations were produced in this process.

Finally, the classified communication strategies were displayed in a (matrix) table (see Table 3), in which the information is divided into participants (A and B) and the groups of taxonomy. This table becomes the main reporting data display that generates other figures such as bar charts or diagrams.

The data analysis in analytic induction was more complex. There existed two cycles of data condensation: the first cycle coding and the pattern coding. First cycle coding is also known as nodding construction. There were a hundred nodes made in this cycle.

In developing themes in the recalls and the focus groups, the first cycle coding used holistic, descriptive, process, emotion and value-based codings repeatedly and consecutively. The choice of these was congruent with the conceptual framework of this study where there had to be some descriptions of contexts, experiences, interactions, influences, including variety of feelings emotions and values (especially in lecturers' narratives and learners' perceptions).

In the second cycle coding (pattern coding), the codings have been transformed into case nodes indicating participants (lecturers and learners) and nodes classification signifying communication strategies, along with corrective feedback, awareness-raising, and conversational maintenance. All of these were derived from arising themes such as lecturers' own perceived level of proficiency, high expectation of lecturers' proficiency in the teaching context and so forth. These emerging themes were contrasted and compared one to another so

that there were only prevailing major themes left in consideration of their level of importance and significance for data display.

Following two cycles in data condensation, this study continued to generate data display. These have been in the form of diagrams, narrative descriptions, and the supporting detailed explanations of communication strategies. At this stage, the relationships amongst themes were re-confirmed through queries that test the themes' constructs.

Finally, data were verified iteratively, in turn conclusions were generated and reported in the forms of patterns/themes. Reports concerned the nature of communication strategies, the lecturers' narratives of underlying beliefs about the strategies, and learners' perceptions towards their classroom teachings in particular the phenomena of communication strategies.

3.6 Validity and Reliability

The accuracy and consistency of the data must be interpreted and become representative of real phenomena (Markee, 2015). Such aspects are highly esteemed in a qualitative study. This study will strive for fulfilment of validity and reliability on analysing findings. Construct validity of the study is embodied in its comprehensive theoretical conceptualisation and operationalization. Triangulation of the three collection methods is applied and negative cases (such as other phenomena of communication strategies) and absent communication strategies in the classroom, and the like are applied.

In addition, the consistency of data is strengthened by identification and classification of communication strategies by inter-rater reliability. Raw data analysis of audio-visual recording is re-identified by a selected expert (an inter-rater reliability) with regards to classroom communication strategies. He/she is an expert in English language education who is a senior lecturer/researcher (Phd) at a different university from the participants and is principally conversant with the topic. Only those matched communication strategies are sorted and selectively displayed in the form of episodes in the study's report.

3.7 Ethics

This study was established not only in compliance with the institutional procedure, but also in fulfilment of the principles of human ethics. It was authorised internally by a permit to conduct the research at Syiah Kuala University in particular its English Education Teacher Training (no ethics in this process) and complied with UTS HREC REF No. 2015000362 in

selection of subjects, data management (collection, transcription, and storage), and in research report (See Appendix 7).

Human research ethics issues were managed judiciously to contain any risks to key participants. First and foremost, there was a notification in the form of a collective letter sent to all English lecturers of this university. It was administered by the Administration Office of The English Study Program in order to attract the lecturers' interest by putting emphasis on the benefit of improving individual quality of classroom interaction/talks through communication strategies. It was stated in the letter that those who may be interested could contact the Secretary of English Study Program by email or phone.

Next, the prospective lecturer participants were invited to an individual pre-arrangement meeting informing them what the research was about (with limited disclosure or without taxonomy of communication strategies), that there was no assessment involved, and detailing the procedure of data collection. Information of ethical issues was clearly explained with guarantee of minimisation of risks or discomfort, confidentiality and pseudonym (identity protection), safe data security, rights of participation withdrawal, and if necessary an offer of a summary finding (Yin, 2010). Following inquiries about research related issues, all participants were free to decide on becoming subjects on a voluntary basis. A written informed consent was already translated into Bahasa Indonesia, then distributed to be read prior to signing off the documents.

Likewise, students' participation also abided by human ethics. Following a pre-arrangement meeting and agreement, there was a prior visit (a week before observational sessions). A prior visit is intended to introduce the researcher, to familiarise the students with the observational process, and to ensure the participation of students in observation is on an informed-consent basis. In the focus group, the selection of students also fulfilled the ethics issues in which an information sheet and written informed consent document were distributed to all participating individuals. The information sheet and written informed consents were also translated into Bahasa Indonesia.

A high priority is given to identity protection, minimisation of risks, timely secured data storage, and rights to terminating participation. First, the use of pseudonym is strictly adhered to to disguise identity in terms of gender, age, and any identity-related information. Second, the process of data collection does not contain an element of coercion in enquiries/remarks/gestures. The transcription also eliminates 'identity' information such as

name, age, gender and the like. Subsequently, the data are safely stored with five-years limit from the completion of the research. Last but not least, participants have rights to withdraw from the project any time without explanation and without repercussions.

Apart from the above principles, to ensure validity and reliability of data, the expert involved in this study did not have knowledge of the identity of the participants and agreed with the terms and conditions in consideration of the identity protection of participants. This was established by a strict agreement between the researcher and the expert.

CHAPTER IV: THE NATURE OF LECTURERS' COMMUNICATION STRATEGIES

4.1 Overview

In this chapter, the nature of the English language lecturers' communication strategies is presented in order to address research question (RQ) 1 - the nature of English language lecturers' communication strategies as observed in university English language classrooms. It is analysed by two (problem solving) orientations: deficiency orientation via the taxonomy of communication strategies (Dornyei & Scott, 1997) and meaning negotiation orientation via the presence of corrective feedback, awareness-raising, and conversational maintenance (Cook, 2015; Nassaji & Swain, 2000; Yule & Tarone, 1991). Deficiency orientation is most commonly used due to the dominance of cognitivists e.g. a relationship between strategic competence and communication strategies (Faucette, 2001) and psycholinguists e.g. the impact of psychology as well as competence in the first language on communication strategies of the target language (Bialystok, 1990b). The deficiency orientation views users as those who are struggling to improve their lack of proficiency, whereas the meaning negotiation orientation is an initiative of sociocultural proponents in response to the pervasive sociocultural influences that impact on communication strategies. In other words, the latter orientation promotes equality of both users and interlocutors because breakdown in communication can be jointly solved.

The orientations include analysis of lecturers' perceived communicative language ability and language awareness on individual (perceptual), practical (classroom modes), and discursive/technical levels. The discussions at each level of language awareness are essential for indicating the gap between lecturers' communication strategies and the required language awareness. Finally, this chapter concludes with investigating whether the lecturer's or learner's role is more relevant to enhancing learning via communication strategies in the teaching context.

The answers to the first research question are found in this chapter: 1) what is the nature of English language lecturers' communication strategies as observed in the classroom?

As outlined in Chapter 2 regarding the synthesis between metalinguistic awareness and communicative language ability (sub-section [2.2](#)), communication strategies include:

- A classification of lecturers' communication strategies with regard to the taxonomy of Dornyei and Scott (1997). It results in a description of the frequency of communication strategies and identification of the most dominant strategies;
- A description of corrective feedback, awareness-raising, and conversational maintenance accompanying the lecturers' communication strategies.

The former is regarded as the finding of the research, while the latter is more-deeply as the result in which both of them are imperative for generating themes for analysis and discussions.

The analysis and discussion of the data in relation to the first research question will be reported in four sub-sections. The data are presented as short episodes quoted after having been analysed, together with their interpretations. Four sub-sections are:

- 1) Lecturers' communicative language ability perceived to affect their personal communication strategies (see sub-section 4.3.1);
- 2) Lecturers' filtering classroom discourse: their individual level of language awareness (see sub-section 4.3.2);
- 3) Classroom discourse modes as reflection of lecturers' interactional awareness: the practical level of language awareness (see sub-section 4.3.3); and
- 4) Lecturer' metalinguistic awareness of the their communication strategies: the discursive level of language awareness (sub-section 4.3.4).

4.2 Presentation of Findings and Results for RQ 1: The Nature of Communication Strategies

Data indicating lecturers' communication strategies are analysed in conjunction with the data's consistency as judged via inter-rater reliability assessments (see [3.6](#)). The perceived communication strategies are compared between the researcher and the inter-rater, and only those mutually-agreed-on communication strategies in this process are reported in the following short episodes.

In order to identify and explain the data, information about taxonomy, sessions (1 or 2), and participants (lecturer A or B), and timelines will be included. There are also lines

representing turn takings and right arrows (→) showing important spots discussed in the explanation. In the lines, the shaded text indicates communication strategies. There is also an explanatory statement below each episode that indicates an emerging communication strategy along with its related findings.

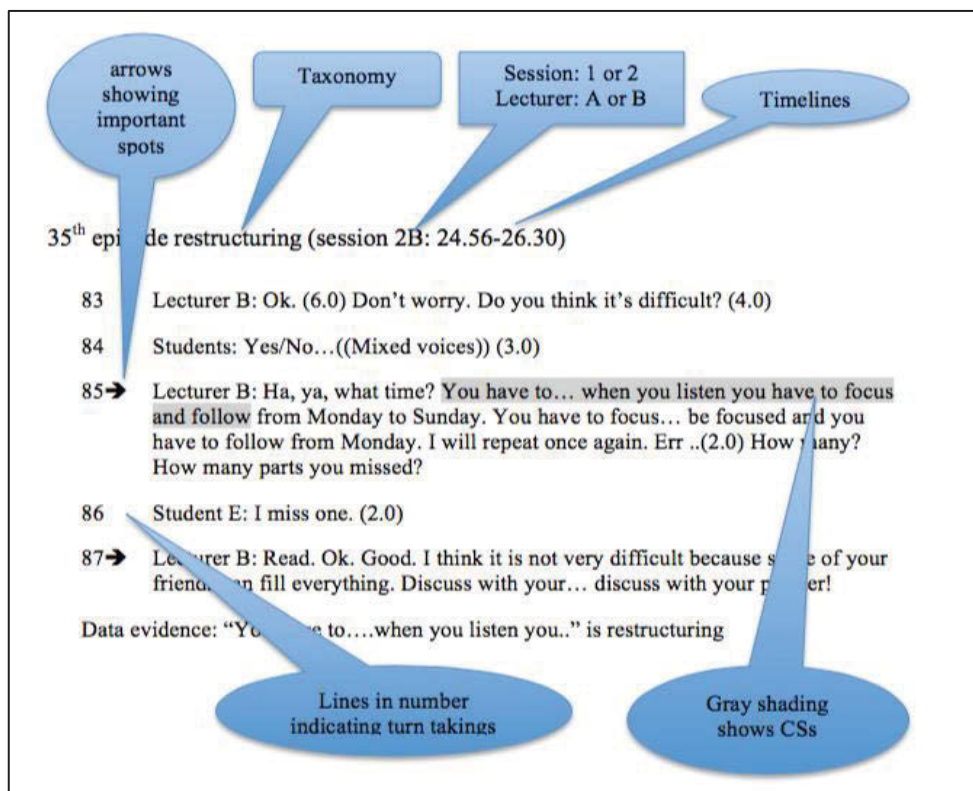


Figure 4: Example of information describing each episode

Data are neither intended to compare the use of communication strategies between participant A and participant B nor to show the excellence of one participant over another. Indeed both participants have distinctive differences such as experience, contact, and duration of exposure to the target language (see 3.3). Following analysis, both participants actually disclose identical patterns/trends in their use of the strategies.

Though interaction and learners' language proficiency had been taken into account, each class observed had unique characteristics, which are described below. The description of the classes that were observed follows here.

During the first session, participant A's class was predominantly lecturer-learner interaction that aimed at critically analysing different students' writing on an overhead projector. Participant B's class comprised lecturer-learner interaction during listening tasks along with

their discussions. The instructions of the tasks were previously given and the class continued with listening to audio recordings.

During the second session, participant A’s teaching was full of lecturer-learner interaction regarding the content of a selected published paper. It continued with a discussion that linked the students’ attitude towards the content of the selected journal. In participant B’s class, the activity was similar to the first session.

Participant A did not use any textbooks; whereas Participant B used a textbook, namely “Now hear this! Listening comprehension for high beginners and intermediates” (Foley, 1984). The level of both groups of learners was between middle and high intermediates. They were at their third semester when data were collected. These students were at the third grade of semester because they had passed the previous two semesters equivalent with the elementary level and (start-up) intermediate in which they were trained and taught grammatical competence and English skills (speaking, listening, writing, and reading). Otherwise, they could not achieve at this third grade.

Data are reported in the following ways: 1) Description of the frequency and the dominant use of communication strategies (4.2.1); 2) Feedback, awareness-raising, and conversational maintenance of the strategies (4.2.2).

4.2.1 Frequency of Lecturers’ Communication Strategies

As described in sub-section [3.5](#), this study uses conversational analysis in order to classify the observed lecturers’ communication strategies. The grouping is aligned with the assigned taxonomy (for more information about the taxonomy see [Appendix 1](#)).

From a possible 113 identified lecturers’ communication strategies, participant A and participant B practised 67 and 46 respectively. It is evident in Table 3 that direct strategy (own performance), direct strategy (resource deficit) and interactional strategy (other performance) are the three prevailing groups of communication strategies with 43, 32, and 18 frequencies respectively (grey shading in Table 3). These three key groups refer to lecturers’ communication strategies.

Table 3: Lecturers’ Communication Strategies according to the taxonomy (Dornyei & Scott, 1997)

Groups of Taxonomy	Participant A	Participant B	Total
Direct Strategy - Resource Deficit	21	11	32

Direct Strategy - Own Performance	23	20	43
Direct Strategy - Other Performance	0	0	0
Indirect Strategy - Processing Time	6	5	11
Indirect Strategy - Own Performance	3	0	3
Indirect Strategy - Other Performance	0	0	0
Interactional Strategy - Resource Deficit	3	0	3
Interactional Strategy - Own Performance	3	0	3
Interactional Strategy - Other Performance	8	10	18
Total	67	46	113

The main difference between ‘own performance’ and ‘resource deficit’ in the direct strategies category is that the former are perceived as personal deficiencies in the lecturers’ language production, while the latter are deemed due to lexical constraints (Dornyei & Kormos, 1998). In other words, the direct strategy ‘own performance’ lies in the lecturers’ awareness to self-correct instantaneously once they realise that their language production is not properly uttered or expressed. In contrast, the direct strategy ‘resource deficit’ is more concerned with how lecturers resolve their communication breakdowns due to unavailable lexical resources.

Table 4: Lecturers’ Communication Strategies: Direct Strategies

Communication Strategy Taxonomies	Participant A	Participant B	Total
Direct Strategy – Resource Deficit			
1. Message Replacement	2	0	
2. Message Reduction	0	0	
3. Message Abandonment	4	1	
4. Circumlocution	0	0	
5. Approximation	0	0	
6. Use of all purpose word	1	0	
7. Word coinage	0	0	
8. Restructuring	0	4	
9. Literal Translation	0	0	
10. Foreignizing	0	0	
11. Code Switching	3	1	
12. Use of similar sounding	0	0	
13. Mumbling	9	5	
14. Omission	0	0	
15. Retrieval	2	0	
16. Mime	0	0	
Subtotal Direct Strategy – Resource Deficit			32
Direct Strategy – Own Performance			
1. Self-rephrasing	3	1	
2. Self-repair	20	19	
Subtotal Direct Strategy – Own Performance			43
Direct Strategy – Other Performance			

1. Other repair	0	0	
Subtotal			0
Total			75

From the data outlined in Table 4, it is clear that there is a discrepancy in direct communication strategies between ‘resource deficit’ and ‘own performance’. This is visible with 43 against 32. The perceived lecturers’ ‘own performance’ exceeds ‘resource deficit’ in frequency. In fact, there are only 2 subgroups (self-rephrasing and self-repair) under ‘own performance’ compared to 16 subgroups (from message replacement to mime) of ‘resource deficit’. Such data show that lecturers’ awareness of their own language use is relatively higher with regard to providing clear and ideal instructions when compared to their strategies for lexical restrictions as Non-Native English Speaker Teachers.

As shown in Table 5, this study also notes ‘other performance’ of interactional communication strategies. These strategies are thought of as providing solutions for other performance problems including interruption/breakdown and misunderstanding. Asking for repetition is the most prevalent strategy to stimulate interactions, noted here as occurring 16 times. Asking for clarification and providing an interpretive summary are recorded once only.

It can be surmised from this that ‘own performance’, ‘resource deficit’ and ‘other performance’ are three common strategies elicited in both participant A’s and B’s teaching.

Table 5: Lecturers’ Communication Strategies of Interactional Strategies – Other Performance

The Interactional Strategy -Other Performance	Participant A	Participant B
Asking for repetition	6	10
Asking for clarification	1	0
Asking for confirmation	0	0
Guessing	0	0
Expressing non understanding	0	0
Interpretive Summary	1	0
Responses	0	0

A more thorough discussion of this analysis is provided in the next sub-sections, investigating the nature of corrective feedback, awareness-raising, and conversational maintenance.

4.2.2 Corrective Feedback, Awareness-raising, and Conversational Maintenance in Lecturers' Communication Strategies

Corrective feedback, awareness-raising, and conversational maintenance are three markers of the significance of a communication strategy to learners' learning. Feedback can be given either by recast (form-focused) or negotiation (meaning-focused) immediately after a communicative strategy occurs. If recast is selected, learners are exposed to language produced by a teacher and if learners are aware of such production (modified output) by themselves or by an act of awareness-raising from the teacher, the feedback may benefit them. If negotiation is selected, learners are not only exposed to the corrected component but also afforded an opportunity to apply the language. The teacher commits to maintaining the flow at this point with the result that the interaction remains sustained. Awareness-raising tends to play a key role following both recast and negotiation, while conversational maintenance is crucial for learning to proceed (see [sub-section 2.2.3](#)).

Regarding the nature of lecturers' communication strategies, 'own performance' and 'resource deficit' (direct communication strategies) do not contain corrective feedback (either recast or negotiation). Lecturers' overvaluing efforts to achieve ideal target language could be the cause. This can be seen when both lecturers repaired and rephrased their own errors.

The following episodes, together with conversational analysis transcriptions, illustrate 'resource deficit' (1st – 5th) and 'own performance' (6th – 10th) in the direct communication strategies category.

1st episode use of all-purpose word (session 1A: 21.24-22.16)

995 Lecturer A: Let's stop. Okay, So, Student A presented three different err (2.0) *apa?*

996 Student A: =Categories

997 → Lecturer A: Yaaa **three different things** yaaa. ((Keeps on speaking))

Data evidence: "three different things" is use of an all-purpose word. It is used to resolve communication breakdown due to unavailable lexical resources, in particular when the lecturer resorts to using the strategy to reach a mutual understanding with learners.

2nd episode mumbling (session 2A: 09.03-10.47)

28 Lecturer A: Yes, so the language is used ya err by everyone around the world in order to understand each other ya....So, she has this framework which err...(1.0) **which specifically err...(1.0) which specifically is** constructed to us the non-native speakers

→

perception...((Keeps on speaking))

29 Students: ((Paying attention to the lecturer's instruction))

Data evidence: "which specifically err...which specifically" is mumbling. The lecturer uses the strategy while searching for an appropriate lexis in collocation (specifically constructed, specifically designed, etc).

3rd episode restructuring (session 2B: 18.55-20.46)

74 → Lecturer B: So you are... you have to... owh, sorry, no, no, no. You are going to listen to a talk about someone describes about summer program.

75 Students: ((Paying attention to the lecturer's instruction))

Data evidence: "you are... you have to... owh, sorry, no, no, no. You are going" is restructuring. The strategic intention is to abandon the verbal plan (even twice) and change it with a proper verbal phrase so that the lecturer's language production is grammatically flawless.

4th episode code switching (session 2A:13.59-15.22)

106 → Lecturer A: *Itu sudah menjadi bagian daripada aturan err ..bahasa-bahasa* language policy in their education system.

107 Students: ((Paying attention to the lecturer's instruction))

Data evidence: "Itu sudah menjadi bagian daripada aturan err ..bahasa-bahasa" is code switching. The strategy is employed to facilitate learners' understanding of the technical or specialised expression.

5th episode retrieval (session 2A: 12.22-13.59)

101 → Lecturer A: We can see many people are more accepted becoming more acceptant towards these varieties.

102 Students: ((Paying attention to the lecturer's instruction))

Data evidence: "are more accepted becoming more acceptant" is retrieval. The strategy is to revise the previous mistaken phrase. Once the correct one is retrieved, the correct phrase replaces the unideal phrase immediately.

6th episode self-repair (session 1A:01.01.30-01.03.15)

1242 → Lecturer A: Okay. Good. Now, let's look at err...(1.0) I spotted two grammatical error there, two grammatical errors there. Can you spot them? Student G?

1243 Student G: ((Silence))

1244 Lecturer A: ((Continues talking))....

Data evidence: “two grammatical error there, two grammatical errors there” is self-repair. The lecturer uses the strategy in order to revise the previous phrase.

7th episode self-repair (session 1A:01.06.40-01.09.45)

1253 → Lecturer A: Our study basically want wants to know err which accent do these non-native speakers of English prefer and why.

1254 Students: ((Paying attention to the lecturer’s instruction))

Data evidence: “want wants to know” is self-repair. The lecturer is aware of the previous mistaken verb and alters immediately the verb with a correct form.

8th episode self-repair (session 1B: 12.50-13.44)

48 → Lecturer B: Circle the two words that you can associate with each new vocabularies.....vocabulary ! Magicians ((reading the text))

49 Students: =Trick and black hat.

Data evidence: “vocabularies.....vocabulary!” is self-repair. The strategy is used to promote ideal grammatical form of noun in the lecturer’s instruction.

9th episode self repair (session 2B: 18.55-20.46)

68 → Lecturer B: Language International. This is probably err...(1.0) you are pretend... pretending to apply to a lang... a language course.

69 Students: ((Paying attention to the lecturer’s instruction))

Data evidence: “you are pretend... pretending” is self-repair. The lecturer self-corrects his own language production when realises that the subject-verb agreement is inappropriate.

10th episode self-rephrasing (session 2A: 38.05-39.43)

103 → Lecturer A: Who remember what is the meaning, not what is the meaning, what is analytical composition about? What does it talk about?

104 Student G: (3.0) Argument

105 → Lecturer A: =Argument,there is another word there, another big word.

106 Student C: (2.0) Persuade others

107 Lecturer A: Persua:::de. So, you persuade the reader by providing arguments....((continues to talk about persuading readers by analytical exposition text))

Data evidence: “what is the meaning, not what is the meaning, what is analytical” is self-rephrasing. The strategy is used to rephrase own language production with a clearer question to attract learners’ participation in inquiry.

The episodes above depict the efforts the lecturers have employed to teach English as a Foreign Language, with them acting simultaneously in the demanding role of English language user. The lecturers appear to place priority on language comprehensibility by ‘resource deficit’ and ideal language model by ‘own performance’. It can be seen that the lecturers seem to have a certain degree of language awareness by monitoring self-language production in classroom oral discourse.

Such circumstances, nevertheless, should not be a justification for fewer opportunities for learners’ learning due to the lecturers’ over-attention to their own language production. This can be seen in numerous monologue communications in classroom interaction in which the learners are not encouraged to communicate in this legitimate but unshared, context of language use.

The only episode accommodating interaction is the 10th episode. The lecturer’s rephrasing of his own utterance is presumed to ensure learners’ understanding of the inquiry (line 103). Then, the lecturer gave a recast (with better pronunciation) and raised the learners’ awareness towards the expected lexis with a clue of having been taught previously (line 105). Even though the learners should have been given more time to think, one of the learners (student C) succeeded in interacting with the lecturer in this short initiation-response-feedback (IRF). This episode can exemplify that even a slight teacher-fronted initiation may lead to a meaningful interaction.

In addition to the finding of direct strategies, ‘other performance’ of interactional strategy was found to be less likely to promote interaction. A distinct function of the strategy in the lecturers’ cognition could be a reason (further discussed in the next chapter). It could be said that these strategies were not used to assist students’ spoken performance via interaction. Optimal use of these strategies was not made available in light of their reputation in which these strategies are very likely to promote feedback and gain time for learners.

The 11th – 15th episodes of ‘other performance’ (interactional strategy) in the lecturers’ communication strategies are presented below:

11th episode asking for repetition (session 1B: 11.43-12.50)

35 Student G: The woman is climbing into the large empty box.

- 36 → Lecturer B: Sorry, say again !
- 37 Student G: =The woman is climbing into the large empty box.
- 38 Lecturer B: =Everybody? ((To check whether the other students have the same answer or not))

Data evidence: “say again!” is asking for repetition. The use of this strategy is simply to request a repetition as once the request is fulfilled, the attention of the lecturer was switched to checking the answer with other students.

12th episode asking for repetition (session 2B: 01.02.34-01.04.04)

- 1147 Student E: RV stands for Recreation Vehicle.
- 1148 → Lecturer B: Say again !
- 1149 Student E: =Recreation Vehicle.
- 1150 → Student A: =Vehicle ((correcting the mispronunciation of Student E))

Data evidence: “Say again!” is asking for repetition. The use of the strategy is to correct the student’s mispronunciation. There is no continuing interaction afterwards.

13th episode asking for repetition (session 2A: 32.17-34.35)

- 84 Student I: Easy to understand.
- 85 → Lecturer A: Ok..(2.0) easy to understand. Let say comprehensible. What do you say Student E ?
- 86 Student E: =Understandable.
- 87 Lecturer A: =Understandable Ok, ((counting ideas on the list)) one two three four, one more, one more reason ((Switching attention to other students)).

Data evidence: “What do you say Student E?” is asking for repetition. The lecturer merely intends to retrieve the student’s idea without following up any further interaction.

The three episodes (11th-13th) above show the rudimentary function of asking for repetition in classroom interaction. Learners’ higher order of thinking was not evident because there was no need to reproduce the revised language production. These episodes were less likely to offer feedback. In the 12th episode, form-focused feedback (recast) was given once with a phonological correction from Student A, but there was no explicit teaching available (further discussed in next sub-sections).

14th episode asking for clarification (session 2A: 30.31-32.17)

- 72 Student F: It sounds posh?
- 73 → Lecturer A: =Posh, what is the meaning of posh?
- 74 → Student F: (1.0) Like royalty...err (4.0)
- 75 → Lecturer A: Upper class, ya?
- 76 Student D: Formally, I like when they speak very fast. They still have the accent. You know when American they speak very fast they lost the accent, that there is no flowing, but British no matter they speak that they have the flow.
- 77 → Lecturer A: Ok, so what can we say, what can we write the reason here (3.0)?
- 78 Student D: The reason is unique and like classy also.

Data evidence: “what is the meaning of posh?” is asking for clarification. The use of the strategy does not accentuate form, but stresses meaning when the emerging idea from the student ought to be elaborated. Such elaboration is not exclusively the responsibility of a particular student, but of the whole class.

15th episode asking for repetition followed by clarification (session 2A: 09.03-10.47)

- 24 → Lecturer A: Student D, I am sorry?
- 25 Student D: =English as a lingua franca.
- 26 → Lecturer A: =Ya. English as Lingua Franca. What is English as a Lingua Franca ? (3.0)
- 27 Student D: The language that connected people from different background of English.
- 28 Lecturer A:=Yes, so the language is used ya err by everyone around the world in order to understand each other ya.

Data evidence: “I am sorry?” is asking for repetition and “What is English as a Lingua Franca?” is asking for clarification. The lecturer optimises the use of the strategy via an inquiry that leads to interaction.

The last two episodes indicate the potential of these strategies to sustain interaction. In the 14th episode, the signal of clarification possibly encouraged Student F to maintain the floor by giving a sort of time allocation strategy (line 74). The lecturer also gave negotiation feedback and maintained the channelling of interaction opened up by a question tag (line 75). It is possible that these actions led another learner (student D) to express more comprehensive ideas. Finally, the lecturer initiated a summarising of the learner’s idea with another inquiry as an awareness-raising device to confirm and agree with the learner’s idea (line 77).

Similar to the previous episode, the 15th also denotes how the lecturer still felt the learner's answer was inadequate (Student D). The clarification request was made to glean more information from the learner with a time stalling strategy (line 26). It then continued with a brief response that possibly could have been maximised by further interaction.

With all elaborations above, it is clear that most of the observed direct strategies and the interactional strategy did not take into account the pivotal role of corrective feedback, awareness-raising, and conversational maintenance. In light of the data presented, the lecturers' communication strategies are regarded as being intense on modelling their ideal personal language production, material, and learners' oral discourse. The lecturers focused too much on self-repairing, self-correcting, and self-rephrasing their classroom oral discourse. This style of classroom interaction relies merely on the lecturers' language production at the expense of learners' participation in classroom interactional discourse.

Apart from recast or negotiation, the likelihood of awareness-raising to emerge seems to be low. The lecturers rarely pointed out an element of explicit knowledge via interaction even though there were awareness-raising activities without interaction such as error detection and grammatical explanation (this is further discussed below). As a consequence, the learners may not be aware of the lecturers' self-corrections in any form. Such unawareness is unlikely to promote learning because the learners are not given the reasons underlying those repairs and corrections.

It is also noted that the lecturers rarely provide 'waiting-time' for learners. The lecturers immediately responded to the learners' input. It is symbolised by '=' in front of a turn taking. Such an instant response seems to be a speech habit, which may negate the likelihood of interaction (Walsh, 2002). The lecturers also repeatedly skipped learners' turn-taking to continue with an additional explanation about teaching material. It is evident that the lecturers are not aware of maintaining the flow of conversation in classroom interaction.

In the upcoming sections, the above findings will be a focal point in further analysis and discussions for:

- Lecturers' communicative language ability affecting the communication strategies (4.3.1);
- Lecturers' filtering classroom oral discourse: their individual level of language awareness (4.3.2);

- Classroom discourse modes as reflection of the lecturers' interactional awareness: the practical level of language awareness (4.3.3);
- Lecturer' metalinguistic awareness of the lecturers' communication strategies: the discursive level of language awareness (4.3.4);

4.3 Analysis and Discussion: The Nature of Lecturers' Communication Strategies

The current section will outline two factors that may affect the findings regarding the nature of communication strategies: lecturers' communicative language ability and language awareness. The analysis and discussion of the lecturers' communicative language ability refers to Bachman (1990), while the lecturers' language awareness refers to Andrews (2007) and Svalberg (2007).

4.3.1 Lecturers' communicative language ability (CLA) affecting the communication strategies

The findings regarding the lecturers' communication strategies seem to be inextricably intertwined with the lecturers' communicative language ability, so the lecturers' strategies can be affected by their own language proficiency. In reference to the relation between communicative language ability and communication strategies, this study investigates whether language proficiency or communicative proficiency contributes to the nature of lecturers' communication strategies (see [sub-section 2.2](#)).

The actors 'own performance' and 'resource deficit' (direct strategies) will be the object of analysis because they are claimed to be successful strategies for mitigating limited linguistic resources (Rababah, 2002). They are discussed here.

Below are the episodes that represent 'own performance' (direct strategies) (16th – 20th).

16th episode self-repair (session 1A: 29.05-30.08)

- 1031 → Lecturer A:..... you know you have..(0.5) you have written your part about the differences and maybe you are giving suggestion for other
- 1032 Students: ((Listen to the lecturer))

Data evidence: "you have..(0.5) you have written" is self-repair. The lecturer probably strives to select an ideal lexis or an ideal form of verb in a present perfect sentence.

17th episode self-repair (session 1A: 01.12.05-01.13.23)

1276 Student K: It's fine. It is not about formal?

1277 → Lecturer A: =No..no it is not about formal and informal..... Any way approach, any approach you want use, it is fine. Ya, any other questions?

1278 Students: ((Keep silence))

Data evidence: "Any way approach, any approach" is self-repair. The use of the strategy is to self-correct immediately a word that should not be used before the sentence is accomplished.

18th episode self-rephrasing (session 1B: 29.53-31.14)

127 → Lecturer B: (Chuckle). That's you. Ok. According to the speaker, they just want to, for happy, the...(0.5) the audiences come only for happy. They want to do magician doing

128 Students: ((Keep listening))

Data evidence: "they just want to, for happy, the...the audiences come only for happy" is self-rephrasing. A self-correction by a longer phrase is made because the previous phrase is grammatically incorrect and in turn hard to understand.

19th episode self-repair (session 1B: 28.53-29.53)

107 → Lecturer B: Anybody answer true? Hah, you ma, you may run ya, if you see trick like that.

108 Students: ((Laughing))

109 Lecturer: Nobody wants to be volunteers.

Data evidence: "you ma, you may run" is self-repair. The lecturer even corrects a missing letter that focuses on form in the observed classroom oral discourse.

20th episode self-rephrasing (session 1A: 24.22-25.48)

1003 → Lecturer A: I think she is introducing a new problem. Not a new problem, but you are introducing a new issue there. ((Then continued to reading a text))

1004 Students: ((Listening))

Data evidence: "a new problem. Not a new problem, but you are introducing a new issue" is self-rephrasing. The use of the strategy puts emphasis on a warning about introducing a new idea in a concluding paragraph. The previous lexis (problem) is somewhat inadequate and another better word (issue) is selected, which suits the context of academic writing.

As presented in the 16th, 17th, and 19th episodes, it is clear that these are negligible breakdowns and they are less likely to disrupt the flow of communications. Even though the intervention needed longer words/phrases as shown in episodes 18th and 20th, the same ideas

were rephrased with newly-revised phrases/sentences with insignificant impacts on meaning. It may be noted that the communication breakdowns in the lecturers' 'own performance' (direct strategy) do not entail permanent interruption and meaning alteration.

Below are the episodes that represent 'resource deficit' (direct strategies) (21st – 25th).

21st episode mumbling (session 1A: 02.27-03.03)

16 → Lecturer A: there are some **err...** let's say what do we say? **Err...** grammar mechanics yaaa mechanics, in this first paragraph.

17 Students: ((Listening to the lecturer))

Data evidence: "err.....Err" is mumbling. The strategy is resorted to due to a specialised word in academic writing. The lecturer finally retrieves the word after two inaudible mutterings.

22nd episode message abandonment (session 2A: 18.07-20.06)

43 → Lecturer A: **There is err (1.0) I read this work** err by Louis. If I am not mistaken 2006 ya, his study was published by SIL ((Spelling S, I, L))

44 Students: ((Listening to the lecturer))

Data evidence: "There is err ..I read this work" is message abandonment. The idea of the message still remains, but the previous message is incomplete and the new message with the same idea is made.

23rd episode restructuring (session 1B: 13.44-15.02)

48 → Lecturer B: the magician **err** is doing two tricks so you listen carefully. **Look at the...(1.0) read these sentences.**

49 Students: ((Listening to the lecturer))

Data evidence: "Look at the....read the sentences" is restructuring. The strategy is used to offer an appropriate word (*read*) because the previous verbal plan (*look at*) does not suit the object (*sentences*) contextually.

24th episode message replacement (by code switching and use of fillers) (session 1A: 26.25-28.05)

1011 → Lecturer A: **Other people...err (1.0) maksud saya begini (what I mean), you know, every person** has a different perspective

1012 Students: ((Listen to the lecturer))

Data evidence: “Other people...err *maksud saya begini (what I mean)*, you know, every person” is message replacement. The strategy is used to change the first utterance to the new utterance by changing the subject of sentence. The idea seems to be changed too from ‘other’ to ‘every’, which shows exclusiveness and inclusiveness respectively.

25th episode code switching complemented by minor gesture (session 2B: 01.02.34-01.04.04)

1144 → Lecturer B: If you go err (1.0) on the river. *Ada yang seperti ini (There is something like this)* ((While pointing to the picture)). Ya, that’s canoe.

1145 Students: ((Listen to the lecturer))

Data evidence: “*Ada yang seperti ini (There is something like this)*” is code switching. The strategy is used to complement the lecturer’s instruction. The object in the picture (canoe) is retrievable by the lecturer.

It is presumed that the lecturers can handle their lexical constraints relatively well in these episodes. In the 21st episode, the lecturer attempted to find an appropriate lexis that fitted into the domain of academic writing (line 16). The lecturer eventually found this vocabulary and elaborated its definition in the classroom. The 22nd episode showed that the lecturer switched quickly to another clearer idea in one second and left the previous message truncated.

The 23rd – 25th episodes presumably show how the lecturers are quite skilful at reducing the impact of communication breakdowns. In the 23rd episode, an expression was almost finished and abandoned due to inappropriate context of word choice (‘look at’) namely the object ‘the sentences’. The lecturer then changed it to ‘read’ (line 48). The 24th episode indicates that a slight transformation was made to show inclusiveness by using ‘every person’ instead of ‘other people’ (line 1011). In the 25th episode, the lecturer used code switching to confirm the meaning and the image representation as displayed on the whiteboard.

Similar to ‘own performance’, ‘resource deficit’ is perceived not to impact significantly on interruption and change of meaning in classroom discourse. It can be seen that all required linguistic resources are quite retrievable. The strategies are seemingly employed to promote message comprehensibility. The lecturers certainly use the strategies to help learners comprehend the language output more easily.

Most studies which interlink language proficiency with communication strategies show an outcome that the use of the strategies varies over levels of proficiency. In other words, there is a different use of strategies between a high proficient and a low proficient learner (Si Qing,

1990). Those who are recognised as low proficient speakers are inclined to prefer direct strategies, while the high ones tend to select other communication strategies including interactional and cultural-based strategies (Wang et al., 2014). In another study, an advanced level of learner tended to prefer strategies using the target language over the L1 strategies (Liskin Gasparro, 1996).

However, the above-mentioned argument differs from other studies of communication strategies. Some complex rationales may undeniably modify the functions of communication strategies by users. Moreover, because this study focuses on teachers/lecturers' communication strategies in which the users may have had professional experience of communication breakdowns for years, their performance might be a combination of awareness and pedagogic intention (Azian et al., 2013). It is found that 'repetition' is used to enhance prior knowledge of students by asking for clarification and to check more comprehension (Walsh, 2011), whereas 'code switching' promotes meaning transfer and 'self-repair' is used to promote accuracy of language form in communication (Jamshidnejad, 2011a).

In response to such complexity, this study has differentiated between language proficiency and communicative proficiency and linked them to "the ability of language use" and "the strategic knowledge of language use" respectively (Bachman, 1990). The former pertains to a functional set of verbal language skills, while the latter is a higher order capability to plan communicative intents, to organise communicative resources, and to execute a reserved strategy. The latter is emphasised in terms of its function to achieve the goal of communication. If a lecturer's communication strategy produces a communication breakdown that may distort the meaning (miscommunication) and lead to permanent interruption, so the lecturers' communicative language ability is possibly distrusted.

From the analysis of the above episodes (16th – 25th), the lecturers' communicative language ability appears to have little impact on the nature of lecturers' communication strategies. The lecturers' filtering of their own language production strategies (self-repair and self-rephrasing) means the classroom discourse is only negligibly impeded by this self-modification of their own language production. Similar to the direct strategies that deal with lexical retrieval, slight interruptions do not cause a severe breakdown. Even though learners might be constrained by both strategies, the lecturers' communicative proficiency appears to control the effects of interruptions so that the communication goals are still reached.

Furthermore, it may be said that the required linguistic resources seem to be relatively accessible to the lecturers. The level of the required language component is not advanced. These phenomena are undeniably beyond lexical restriction (further discussed in the next chapter).

It is suggested in this study that ‘own performance’ tends to function for demonstrating an ideal model of target language use and ‘resource deficit’ seems to contribute to enhancing message comprehensibility. The study argues that these functions may be accounted for by the lecturers’ learning experience, professional teaching experience, and teacher education.

As discussed, the lecturers have tended to rely more on their own language production to promote learning via communication strategies. A certain level of language awareness is assumed to be necessary for the lecturers’ filtering. The next sub-section reveals what sort of language awareness may underpin the observed lecturers’ communication strategies.

4.3.2 Lecturers’ filtering classroom oral discourse: The Individual level of Language Awareness

There are two roles of language teachers pertinent to language awareness, a belief that the more aware a teacher is, the more quality of teaching/learning can be exploited: as a language user and as a language analyst. As a language user, a teacher must be aware of his/her own language use as a role model for learners; hence communicative language ability is highly essential. An analyst teacher must also be capable of showing the complexity of the language system; thus metalinguistic awareness is greatly important. The integration of these two roles is unquestionably challenging and its realisation lies in all dimensions of teaching where these two roles mutually interact. Therefore, language awareness plays a key part in both roles being operationalized simultaneously in classroom teaching.

Language awareness here is understood as not only related to possession of subject matter knowledge, but also as reflecting the language system critically through meaning instructions or interactions (Schmidt, 1990). Communication strategies are increasingly recognised as ways to facilitate the learning process via corrective feedback to resolve errors/breakdowns as well as to demonstrate the appropriate language system in classroom oral discourse (Bourke, 2008). Communication strategies may need a certain degree of awareness regardless of the teaching orientation (direct/indirect/unteachable) (see [sub-section 2.2.1](#)). Indeed, what kind/level of awareness is required for realising this synthesis remains understudied.

There are indicators for judging the level of language awareness in classroom teaching: 1) filtering of classroom discourse and 2) approaches to teaching language as a system (Andrews, 2007). Regarding filtering, the level of language awareness in monitoring classroom discourse is deemed to be level 1 (*affordance*) when the lecturers afford their own oral discourse to help the learners' understand the message, and level 2 (*focusing, attention, awareness*) when the lecturers pay attention to reproducing material and focus on the learners' discourse in the filtering (for more about level of language awareness, see Figure 2). Filtering of the learning material involves including discussing salient language systems in classroom oral discourse via focus on formS, focus on form, and focus on meaning (see subsection [2.2.4](#)).

Below are five episodes (26th– 30th) of lecturers' filtering in classroom discourse. Each of the episodes is followed by an explanation of the filtering and the approaches to language system teaching selected by the lecturers.

26th episode self-repair (session 1A: 08.21-09.22)

- 43 Students (all): The.
- 44 Lecturer A: =Ya, The atau the? What else?
- 45 Students (all): =A, an.
- 46 Lecturer A: =..... Depending where you come from, the accent. Okay. So, They both are also included in a western domain. *Nah A disitu*. Let's look at the western domain
 → □ (1.0) A western domain *itu*, is it specific? Yaaa? Yes or no? When you say, "I come, She came from err... the east." ((pointing to a student)) *misalnya*. When we talk about the east, part of the world, what comes to your mind? The east? *Kita bagian apa ? (Which part are we ?)*
- 47 Students (all) : =East.
- 48 → Lecturer A: =Ya. Part of the east *ya kan? (right?) Kita kan bagian* daripada the eastern part *ya. Jadi*, when we talk about the western part, *itu juga sudah specific* ya. So, rather than using A? What can you change it into?
- 49 Students (all): =The.
- 50 Lecturer A: =The. Yaaa... I would prefer you to use 'The'.

Data evidence: "I come, She came from err...the east" is self-repair

Findings: Filtering the language from the materials and focus on formS with error detection and grammatical explanation. The lecturer filters a student's text by an explanation that shows the use of the definite article (*the*) instead of the indefinite article in the context. The example is elicited from the material of teaching.

In the above episode in line 46, it is clear that the lecturer filters the language from the material (a writing text). The lecturer drew the attention of learners to a specific part of the learner's text; this clearly shows error detection was used. Exemplification was also provided. The self-repair strategy is found in the same line (shaded in grey). The lecturer executed self-repair to show the use of 'the' in a proper context involving the learner's identity (in the end of line 46).

The lecturer gave a question tag in line 48 in an effort to raise awareness of the learner towards the use of 'the'. The grammatical expression of 'specific vs general' was found, which indicates use of the approach of focus on formS. Finally in line 50, the lecturer put emphasis on his own preference for using 'the' in the revised sentence.

27th episode self-repair (session 1A: 29.05-30.08)

1021 Lecturer A: *Tapi*, please remember, whenever you write the conclusive paragraph atau
→ the conclusion paragraph, don't introduce new problems *ya*. Don't introduce new
→ problems. Don't ask readers questions that are not related to what you have discussed in
the first, second, third and fourth paragraph *ya*. The conclusion paragraph is merely
restating the thesis statement *ya*. And you provide that and you elaborate it a little bit
with different words *ya*, you paraphrase it. If you want to ask this question Student A,
you can add another paragraph *ya*. The next paragraph itu *dianggap* you know
suggestion. *Misalnya* for future writers to write about, *ya kan? Misalnya*, you know you
have..(2.0) you have written your part about the differences and maybe you are giving
suggestion for other readers or writers to write about, you know, what other people
prefer *ya*; English or British accent.

Data evidence: "you have ...(2.0) you have written your part about the differences" is self-repair

Findings: Filtering own language discourse and focus on form via explanation. The lecturer self-corrects his/her own language production in classroom oral discourse. The correction made is focused on form. The language teaching is not so explicit, yet information about the language system is present.

In the 27th episode, the lecturer is seen to filter his own language production. The use of negative 'don't' and subject 'I / You' is clearly salient (indicated by both right arrows). Such filtering was accompanied by the emergence of a self-repair.

The approach of the instruction is focus on form (incidental discovery and implicit grammatical knowledge). The lecturer also provided an explanation about the characteristics of an ideal concluding paragraph. The lecturer did not teach 'how' in details. Information about 'do' and 'do not' was given and there were key technical terms such as 'new problems', 'questions', and 'conclusion'.

28th episode self-repair (session 1B: 10.30-11.43)

- 26 → Lecturer B: Ok, Let's check after listen (1.0) after listening. Number 1, read the sentence (1.0)
- 27 Student A: The audience is sitting in the desk of theatre and watch the magician.
- 28 Lecturer B: =The audience. Everybody?
- 29 Students: =Yes
- 30 → Lecturer B: =How many audience? (1.0)
- 31 Students: Lot.
- 32 → Lecturer B: Ya, in this sentence.. in this sentence.
- 33 Students: =One.
- 34 → Lecturer B: How do you know one?
- 35 Students: =There is no "s".
- 36 → Lecturer B: There is no "s" ha ha.. ((Chuckle)). Err Yes there is no "s". You don't listen to "s" but...
- 37 Students: To the to be.
- 38 → Lecturer B: To, the to be ["Is"
- 39 Students: ["Is
- 40 Lecturer B: =So this, this must be only one audience.

Data evidence: "after listen (1.0) after listening" is self-repair

Findings: Filtering material's discourse and focus on formS via clue provision through inquiry/probing. The lecturer filters a part of teaching material. Then, a language system point is raised via an inquiry. The lecturer's instruction about the language system is obvious when a direct clue is given to the students.

A self-repair was also found in the episode 28th (in line 26). It is evident that filtering material's discourse is enacted in this episode. The lecturer filtered the material's discourse after Student A answered a question in the listening task. A clear indication of this was the lecturer's instruction to focus on the student's answer. The lecturer raised the learners' awareness of singularity and plurality by a question (in lines 30 & 34).

The lecturer selected the approach focus on formS. The lecturer explicitly gave a clue about the grammatical aspect in lines 36 and 38. In the next turn taking, the explicit teaching was followed by a mutual agreement between the lecturer and the learners on the topic.

29th episode asking for repetition (session 2B: 01.02.34-01.04.04)

- 1147 Student E: RV stands for Recreation Vehicle.
- 1148 → Lecturer B: Say again !
- 1149 Student E: =Recreation Vehicle.
- 1150 Student A: =Vehicle ((correcting the mispronunciation of Student E))
- 1151 → Lecturer B: Recreational Vehicle. Recreational, recreational... adjective ya, Recreational Vehicle. Recreation::al Vehicle.
- Data evidence: "Say again!" is asking for repetition

Findings: Filtering a learner's language production and focus on formS via pronunciation correction. The lecturer uses the communication strategy simply to correct the learner's mispronunciation (the learner's language production). There is also explicit teaching by indicating the word class of the mispronounced word.

Here the lecturer can be seen to filter the learner's language production in the 29th episode. The lecturer asked for repetition of Student B' mispronunciation. The lecturer then modelled the ideal pronunciation (in line 1151).

Although it involves an interactional communication strategy, the approach of this episode does not focus on meaning. Rather the focus on formS approach was used to display the morphological correction of the mispronounced word.

30th episode asking for repetition (session 1B: 22.51-25.12)

- 63 Student F: Bart is [a good magician.
- 64 → Lecturer B: [Everybody ((The Lecturer interrupts)) Pay attention! Ok Repeat again!
- 65 Student F: =Bart is a good magician (1.0)
- 66 Lecturer B: True or false?
- 67 Student F: =False.
- 68 Lecturer B: =False. Everybody?
- 69 Students: (All together) True (2.0)
- 70 → Lecturer B: Why true Student G? ((Probing))
- 71 Student G: He do a nice trick.
- 72 → Lecturer B: =He... he is doing a nice trick. Ok. What about others? Is he a good magician?
- 73 Students: =Yes.

- 74 Lecturer B: Why yes? (3.0)
- 75 Students: Because Bart success.
- 76 ➔ Lecturer B: Because err Bart can do two tricks in success. Ok. What about others? (2.0)
- 77 Student A: Bart has a good trick.
- 78 Lecturer B: =(Repeating) Bart has a good trick. Ok.

Data evidence: “Ok Repeat again!” is asking for repetition

Findings: Filtering learners’ language production and focus on meaning via probing. The lecturer uses the strategy of asking for repetition and continues with probing that focuses on meaning. There are also two recasts (corrective feedback on form), yet neither are accompanied by explicit teaching.

From the 30th episode, learners’ language production is filtered. The lecturer attracted the attention of learners and requested repetition (in step 64). The lecturer’s probing in line 70 indicated that Student B’s answer required more elaboration.

Lines 72 and 76 show two recasts (form-focused corrective feedback) were directed to the learners’ sentences. The grammatical components were expressed with stress and intonation. However such recasts could go unnoticed because there was no explanation about the linguistic properties. The approach appeared to focus on meaning via probing. The interaction lay in meaning focus rather than form focus (line 70).

The lecturers’ higher language awareness is reflected in various techniques such as filtering (own, material, and learners’ language production) and amplifying by a vast amount of affordance in monitoring classroom oral discourse, especially in the lecturers’ instructions (language inputs for learners).

Some key grammatical features are salient in the classroom discourse. The prevalence of the focus on formS approach may have a connection with the lecturers’ high language awareness. It is also found that the techniques of explicit teaching such as error detection and grammatical explanation are more prevalent than others such as probing and pronunciation.

These findings are aligned with Andrews (2001) with regard to the characteristics of instructional practices with a higher language awareness teacher. Among them is the capacity to provide input to learners and monitoring one’s own output for learners’ understanding. All of these are suggested to result from the lecturers’ higher language awareness.

With regard to the level of language awareness, the lecturers' individual language awareness of affordance and attention (level 1 and level 2) seemingly leads them to rely more exclusively on focus on formS and relegates the other two approaches (focus on form and focus on meaning) to subordinate importance. It is generally accepted that formal language teaching is common, which tends to result in a lecturer-centred, uni-direction of classroom communication style as tends to be seen here.

It is clear that most formal language teaching does not occur via communication strategies together with corrective feedback, awareness-raising, and conversational maintenance. The teaching of the language system is clearly separated from the communication strategies; it surfaced probably due to the lecturers' attitudinal factors towards the filtering process.

In the forthcoming sub-section, the higher level of language awareness (the practical level) is discussed with regard to how the lecturers might manage and embody their awareness in their teaching/learning classroom activities.

4.3.3 Lecturers' management of discourse modes: The practical level of language awareness

As outlined in [sub-section 2.2.5](#), managing 'modes' is one of the key determinants of ensuring learning opportunities in language teaching activities (Walsh, 2006). 'Modes' pertain to how learning opportunities can be made available in classroom discourse. An ideal mode consists of intense engagement with a working language system (Andrews, 2007). It has further criteria of engagement not based on teacher/lecturer contribution but on learner participation. The use of the indirect communication strategy followed by dialogue about an item of the language system can exemplify this ideal mode.

Some critical questions concern whether learners are alert, attentive, reflective, interactive, and autonomous in classroom discourse modes where engagement with the language is present and whether a lecturer ascertains that learners are truly engaged with the language (Svalberg, 2012). There are many instances where a lecturer perceives that engagement with the language is adequately fulfilled, and where learners realise that their skills of communication are adequate. Therefore, interaction and the engagement of language are mutually complementary in classroom modes.

It may be said that interactional awareness is necessary to promote interaction among learners in language exploration and that the crucial role of lecturer is as a facilitator. One of a lecturer's roles is to manage interactive learning (Borg, 1994). Using communication

strategies, communication breakdown may be critically analysed through lecturer-learner interaction. Without interactional awareness, the engagement with language might lead to formal and structural grammar teaching. This situation may explain the high prevalence of focus on formS in classroom teaching with minimal learners' participation.

Drawing on the pivotal role of interaction (Walsh, 2003), target language modes used by the lecturers (managerial, material, skill/system, and classroom) are essential for an ideal language teaching/learning activity. Managerial mode is a mode whereby a lecturer gives instructions about planned learning activities, while material mode is when a lecturer draws learners' attention to learning materials. For instance, the lecturer may exemplify a model of language expression from a book or a picture by asking students to pay attention to his explanation of how to practise the model properly. Regarding the quality of engagement with language, the skill/system mode should be prioritised because this mode involves the lecturer dealing with the content knowledge (subject matter knowledge or a working language system). Last but not least, classroom mode is the most important mode in which the role of a lecturer is minimal and learners are given numerous initiatives to reflect and advance their learning autonomously or indirectly with the supervision of the lecturer. It can be said that the interface between system/skill mode and classroom mode is recognised to stimulate interactive language learning.

Interactional awareness is considered to be practical language awareness (level 3) that affects lecturers' facilitation for exposing the language system in conjunction with promoting interaction. In other words, limited interactional awareness of lecturers in classroom oral discourse may account for the gap between the use of the lecturers' communication strategies and the dominance of explicit grammar teaching in classroom teaching.

Below are five episodes (31st-35th) representing lecturers' target language modes analysis:

31st episode self-repair (session 1A: 04.38-05.23)

- 25 → Lecturer A: Yes. Are different area **which speaks..which speak** the same language in general. Nah, I think there is another mistake there, another error. Who can spot the error? (2.0)
- 26 Student A: Err different... *eh gak gak* (eh no no)
- 27 → Lecturer A: =Okay. Another student. Student E answered the first one. *Siapa yang bisa melihat* (Who can see) the next error? (2.0) Student A, can you see the next error?
- 28 Student A: =of whom. are different area of whom

- 29 → Lecturer A: =Yaaa? Not whom. ‘Whom’ refers to a person, right? This one? (1.0)
- 30 → Student G: Areas.
- 31 Lecturer A: =Yes, Student G?
- 32 Student G: =Areas.
- 33 → Lecturer A: Yes, areas. How many area is there?
- 34 Students(all): Two

Data evidence: “which speaks..which speak” is self-repair

Findings: Dominant managerial and material modes. The lecturer uses the communication strategy in line 25. Afterwards, the strategy is responded to by student A. Unfortunately, it is inadequate because the lecturer takes over the discourse and puts emphasis on instruction of who should be dealing with error detection. The focus of discourse sticks to the learner’s text or is in material mode.

The 31st episode shows the lecturer’s communication strategy leading to interaction but the perceived modes do not meet the interface between skill/system mode and classroom mode. The mode in the line 25 was material mode because the attention of learners was directed to the learner’s text as material. The lecturer also self-repaired his own expression and drew learners’ attention to an unrevealed error. In the line 27, the lecturer maintained the learners’ interest in the error in managerial mode. In the same mode, the lecturer pointed to another student (Student A) to deal with the unnoticed error. Line 28 was a learning space for student A to think aloud and put forward a suggestion. In line 29, the lecturer provided feedback in system/skill mode. This mode did not run adequately due to Student G interrupting the mode (line 30). In the line 33, the lecturer confirmed the linguistic properties in material mode.

32nd episode self-repair (session 2A: 35.12-37.18)

- 91 Lecturer A: Rather than, we have to remember the media ya. In our country, the media presents more movies from what from what country? American country, from the USA, sorry, from the USA or from the UK?
-
- 92 Students: =USA, UK ((simultaneously))
- 93 → Lecturer A: =I know you choose UK because you prefer British ((Speaking to Student F)), but now we look at this language based on the popularity and the familiarity. What movie do you watch more? (2.0)
- 94 Students: American
- 95 Student E: =Barbie

96 → Lecturer A: =Barbie yes? My kids love Barbie yeah. I have four girls. I have a lot of Barbies at home. Barbie is you know American. Ya, it's from America ya. Jadi media also plays role sometimes in making you to decide or in making you to perceive which English do you prefer most. Now, people who prefer *misalnya* more British movies maybe because of certain reasons ya. Maybe they have more access towards the media. But let say, the people in general. What do we say general here?

97 Student E: Common.

98 Lecturer A: Common ya

Data evidence: "American country, from the USA, sorry, from the USA" is self-repair

Findings: Dominant material modes and no skill/system mode. Upon the use of a communication strategy, the lecturer employs an instruction attaching to the text/material of teaching. The lecturer also shares his/her own opinion about discussing the idea from the material with fewer opportunities for learners (no interface of classroom mode) as well as minor language system teaching.

The dominance of the material mode in the lecturers' oral discourse is shown in the 32nd episode. The lecturer talked about the role of media in language attitude in material mode in line 91 and a self-repair was made clearly to correct the use of determiner. The next mode (line 93) was classroom mode when the lecturer conversed with Student F and raised two main issues i.e. popularity and familiarity. There were two short responses in the classroom mode (lines 94 & 95). The lecturer again took over the floor discussing the topic in material mode (in line 96). There was no interface to the skill/system mode in this episode.

33rd episode interpretive summary (session 2A: 02.47-04.32)

16 Student A: Because I want to try but.

17 Lecturer A: =I want to try but..(2.0)

18 Student A: because it is very much..((not clear)). First, I read much...I read from the first page to two thousands sorry two hundreds.

19 → Lecturer A: =No, I ask you to read only my article.

20 Student A: =Yes

21 → Lecturer A: =Oh you read from the first page. Okay. That's why next time ya, listen to the instruction carefully! You are only to read about the article on the roles of attitude of non-native speakers of English on the different English accents yeah? Okay. Okay Student A, fine. I can accept that reason. Ok, others, who have read the article and understood? Okay Student B, what is the article about? (2.0)

22 Student B: About the role, the role of native speaker, err about their accent.

Data evidence: "Oh you read from the first page" is interpretive summary

Findings: Dominant material modes and inadequate skill/system mode because of quick shift to material mode. The lecturer indeed uses an interactional strategy, yet the lecturer is not aware of shifting the mode to classroom mode by triggering longer turns for learners (to promote interaction).

The 33rd episode indicates that a skill/system mode may not function effectively without the lecturer's interactional awareness. In line 19, the lecturer gave a negotiated feedback in the skill/system mode to show understanding of what Student A said. Following a short response, the lecturer performed a communication strategy in line 21, but did not maintain it in system/skill mode. The mode even shifted to material mode and suddenly selected another student (Student B) to gain the floor (line 22).

34th episode asking for repetition (session 1B: 25.12-26.37)

- 83 Student K: No.no.no.no. The two are his favourite tricks.
- 84 ➔ Lecturer B: =Ok, good point. **Say again!**
- 85 Student K: =The two are audiences' favourite tricks.
- 86 ➔ Lecturer B: =**Say again!**
- 87 Student K: =The two are audiences' favourite tricks.
- 88 ➔ Lecturer B: =Two of. (3.0)...((writing on the whiteboard)) his...
- 89 Student K: =[Favourite.
- 90 ➔ Lecturer B: =[Favourite. Ok. Two. Two of what? Two...tricks, two tricks of his favourite. How many tricks can he master?
- 91 Students: =Three ((simultaneously answered by students))
- 92 ➔ Lecturer B: =more than... more than two. Maybe ten, maybe twenty. But the speaker only explained (2.0) two tricks of his many favourite tricks. Ok, true or false?
- 93 Students: =False ((with one voice)).

Data evidence: "Say again" is asking for repetition

Findings: No space for classroom mode even though there are two system/skill modes. The lecturer uses the strategies twice along with twice form-focused corrective feedback. Unfortunately, they do not work optimally due to less opportunity for classroom mode to appear. This means the learners were only given short responses, not a space for interaction.

The above episode shows how two interactional communication strategies and two system/skill modes fall into material mode. The creation of slight spaces for classroom modes

is also evident (even to answer the arising question). The episode started with a form-focused response from Student K. The lecturer complimented him/her and asked for repetition (line 84). The learner then repeated the answer (line 85). The lecturer again performed the same strategy (line 86). In line 88, the lecturer gave a recast in system/skill mode. The lecturer even initiated a negotiated feedback in the end of line 90. However the lecturer hastily answered the question by himself/herself without classroom mode and switched to material mode by giving emphasis to specific information (line 92).

35th episode restructuring (session 2B: 24.56-26.30)

83 Lecturer B: Ok. (6.0) Don't worry. Do you think it's difficult? (4.0)

84 Students: Yes/No...((Mixed voices)) (3.0)

85 ➔ Lecturer B: Ha, ya, what time? You have to... when you listen you have to focus and follow from Monday to Sunday. You have to focus... be focused and you have to follow from Monday. I will repeat once again. Err ..(2.0) How many? How many parts you missed?

86 Student E: I miss one. (2.0)

87 ➔ Lecturer B: Read. Ok. Good. I think it is not very difficult because some of your friends can fill everything. Discuss with your... discuss with your partner!

Data evidence: "You have to... when you listen you have to focus and follow" is restructuring

Findings: Dominant managerial modes with a slight classroom mode. The lecturer accompanies the communication strategy with managerial mode or a strategy to deal with a task. It then proceeds with peer work.

The 35th episode records the dominance of managerial modes. The presence of the lecturer's communication strategy in a managerial mode was not followed up by skill/system mode (line 85). In the next turn, the learner was given a slight classroom mode (line 86) and again the lecturer reverted to managerial mode.

From the above episodes, it is found that the lecturers tend to be not quite aware of the intersection between system/skill mode and classroom mode. The managerial and material modes undeniably outnumber the interactive-leading modes. It may also be said that there is no significant learner-centred collaboration for language reflection, indicated by very slight opportunities to interact within classroom discourse (only responding to inquiries). This finding is strongly related to the practical awareness of lecturers towards the creation of learning opportunities in classroom oral discourse.

It can be seen that the dominant material and managerial modes, to some extent, appear to have contributed into the lecturers' monologue without interaction (filtering). This situation, in turn, probably leads to a more prescriptive approach in addressing a working language system. The entrenched prescriptive approach of focus on formS is salient in the lecturers' instructions.

In relation to communication strategies, less interactional awareness probably engenders less negotiated feedback or recast, less awareness-raising (due to quickly shifting to material or managerial mode), and absent conversational maintenance (pointing to other students or demonstrating ideal models of target language without time gaining strategies). Ultimately, 'own performance' and 'resource deficit' (direct strategies) are more likely to appear and 'other performance' (interactional strategies) did not optimally promote learning via classroom discourse.

The interplay between individual language awareness (level 1 and level 2), practical language awareness (level 3), and the type of lecturers' communication strategies is displayed in Figure 5.

It is clear that a high individual language awareness (level 1 and level 2) is not followed by a high practical level language awareness. It may be said that the lecturers are preoccupied with filtering classroom discourse via over-reliance on their own language production (monologue) at the expense of interactive language use and learning with learners. It is suggested that high language awareness on the individual level should be aligned with high interactional awareness on the practical level of language awareness in classroom discourse.

This study considers this inconsistency crucial and there seems to be a gap between the lecturers' perceptual behaviour in affording classroom oral discourse and managing classroom discourse modes. The gap may also explain why lecturer-learner interaction and learner-learner interaction seem to be less viable in the teachings of the language system or meta-talks (talking about language). It is presumably due to only partial practical language awareness. Consequently, the notion of producing learners' self-discovery of language is not strongly embedded in language talks.

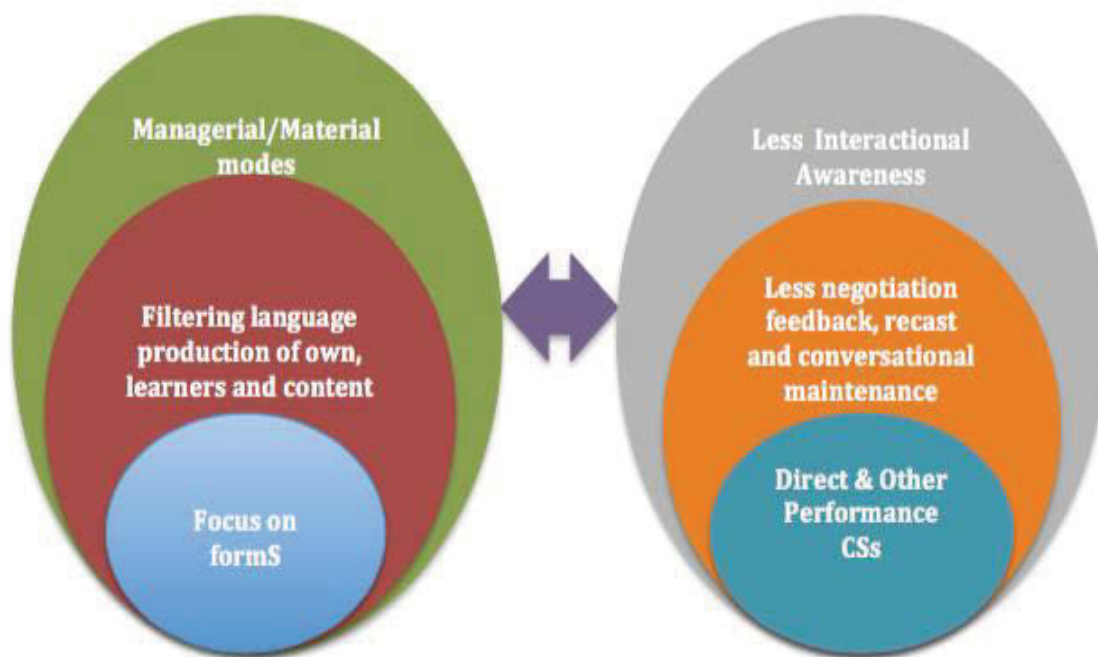


Figure 5: Interplay between individual language awareness, practical language awareness (classroom discourse modes), and the nature of lecturers' communication strategies

Given that language awareness is multi-layered, the discrepancy between these two levels would be highly influential on language awareness at the higher level. It is strongly believed that all levels are inextricably interwoven so that one level has an impact on other levels. Thus, the language awareness approach at the discursive level is certainly affected by the quality of the practical level. The discursive or technical level is worth discussing for two reasons. First, it is claimed that metalinguistic awareness may reside there, which is crucial for an ideal language awareness teacher (Van Lier, 1998) and this level of awareness is highly approachable and amenable to sociocultural influences (Van Lier, 2006).

4.3.4 Lecturers' metalinguistic awareness: the discursive level of language awareness

Most studies of language awareness seem to place more attention on a teacher's viewpoint in which his/her knowledge base is determined by knowledge about language (KAL) and possession of pedagogic content knowledge as well as language proficiency is compulsory (Andrews, 2007). A teacher must meet those criteria in order to be able to provide exposure to the language system in real time and his expertise is reflected in his language use. Such 'knowledge in action' or metalinguistic awareness is highly valued in this view (Andrews, 1997). It follows that language awareness may be interpreted as a teacher's methodology or a sound teacher's practical metalinguistic knowledge of teaching (Van Lier, 2001).

However, language awareness does not imply a rejection of traditional grammar teaching. More firmly, inductive teaching does not exclusively facilitate learners' increased language awareness, but more significantly targets learners' self-development. Self-development is aimed to help learners notice the gap between their current level of language capacity and other proficient speakers of target language. The stance is employed when learners' attention is exposed to the features of a working language system in discourse.

Furthermore, a language awareness approach reinforces learners' building readiness to reflect language properties and eventually empowers the learners to create generalisations of a language system independently (Tomlinson, 1994). In connection with communication strategies, readiness may not be induced by merely reflective analysis of language via explicit teaching/learning. Readiness in language awareness is obtained from initial learners' experiments of using the language items in classroom discourse.

Explicit learning is then followed by experiential performance. Experiential knowledge via interaction is greatly increased by communication strategies because the strategies can enhance learners' awareness (meta-cognitive, affective, social, etc) (Nakatani, 2006). The utilisation of these strategies can maximise complementary implicit learning when dealing with unpredictable communication breakdowns through the facilitative role of a lecturer such as providing corrective feedback, awareness-raising, and conversational maintenance (discussed in the literature review). The strategic devices may simultaneously improve learners' readiness along with the teaching of the language system.

It is strongly believed that an ultimate language awareness approach would be less successful to promote learning without interaction. Even Andrews (2007) stated that teacher language awareness also recognises 'learning as socially constructed through both interpersonal and intrapersonal interactions (p.37)'. As outlined in [sub-section 2.2.6](#), the language awareness approach is a thought-provoking aspect of teacher education (Borg, 1994; Wright & Bolitho, 1993). Svalberg (2007) firmly states that 'language awareness is not restricted into the language system itself but also sociocultural spectrums such as intercultural and cross-cultural awareness' (p.287). It also accommodates pragmatic competence, not exclusively limited to grammatical competence. Therefore, instead of conceiving language awareness as belonging to a pure domain of cognitive linguistics or psycholinguistics, this study calls for the understanding of language awareness as a multi-disciplinary approach because the features internalised in this approach seem to be more dynamic and contextual comprising

principles that would have a huge impact on language teaching and learning, language use, and teacher education.

To answer the question about the nature of the lecturers' communication strategies, the lecturers' individual level of language awareness (level 1 and 2) underlies the dominant use of 'own performance', i.e. how the lecturers self-correct their own language productions, 'resource deficit' (direct strategies), i.e. how the lecturers gain time in dealing with lexical demands and 'other performance' (interactional strategies), i.e. how the lecturers ask for repetition and correct the learners' errors. However, the lecturers' practical level of language awareness (level 3) is not as high as the previous two levels indicated by modest proportions of lecturer-learner and learner-learner interaction in approaching the teaching of the language system.

These salient communication strategies are so entrenched in the lecturers' repertoires and not independent of their personal genetic history developments such as learning and teaching experiences (further discussed in the upcoming chapter with specific communication strategies). In general, the lecturers' prioritisation of accuracy over meaning is presumably influenced by their experiential knowledge especially when they learned English as students. They had to be exposed by the identical nature of teaching with teachers' teaching styles in the past who always gave priority to accuracy instead of meaning and put emphasis on grammatical competence over other competences. In addition to that, these lecturers also enacted their identities as teachers who should provide a role model of English in classroom teaching.

It might be suggested that three features of a language awareness approach are missing on the practical level, namely interactional awareness, learner-centeredness, and learner autonomy. Interactional awareness is employed to promote more meaningful interaction in classroom verbal discourse, learner-centeredness is proposed to alleviate too much filtering and explicit teaching of a working language system, and learner autonomy is offered to establish an attitude of self-discovery in learners' language awareness. These features are mutually interconnected and if neglected in building parity on multi-levels of awareness would possibly lead to less occurrences of interactional communication strategies.

Possession of interactional awareness by a lecturer is a key-determining factor for facilitating the potential of learning because the learners' language awareness will not automatically increase simply due to classroom interaction. Interactional awareness, as a socio-

constructivist component, can maximise language production opportunities in parallel with exposure to grammatical content. The strength of interactional awareness is that the interaction mode provides an interface between system/skill mode and classroom mode. In this situation, learners are served with numerous meta-talks and practice of what they just learned functionally (Walsh, 2003).

Lecturers' interactional awareness also ensures a strong relationship between speech actions and specific pedagogic intentions (Van Lier, 1994). It is not meaningless casual talk, rather classroom interaction is pedagogically designed to accelerate learners' achievement of a stated educational purpose. Lecturers are constantly aware of such potential and modify the interaction so that it leads to a shared-role between the lecturer and the learners, an affective bond, and a positive learning environment.

Learner-centeredness can be improved through engagement with the content of learning (Andrews, 2007). Engagement can be interpreted in two ways: a macro (attitudinal) and a micro (neutral) interpretation. The macro interpretation is the commitment to teaching grammatical knowledge that is possibly caused by attitudinal factors of a lecturer. This method tends to give priority to inductive explicit knowledge teaching as was mostly demonstrated in the observed data. Since the determining aspect is the lecturer's attitude, this model has a high likelihood for direct learning activities to be a top-down grammar lesson (the traditional teaching of grammar).

However, the micro interpretation involves the language system being constantly exposed in acts of teaching. Such constant involvement is indeed more challenging than the macro interpretation. The micro model of engagement appreciates learners' efforts at incidental language exploration in classroom language discourse. The lecturers' language awareness of the system (grammatical/metalinguistic competence) is aligned with the lecturers' affective engagement in language learning with the complementary role of explicit awareness and implicit awareness (Tomlinson, 1994). Learners are given more space to practice and trained to be more intuitive towards self-discovery of a language system when lecturers act as facilitators.

The overriding focus on learner-centeredness is associated with the goal of achieving autonomy of learners through more opportunities as well as evaluation of how learning could be more effective. In a language awareness approach learners must be prepared for learning

strategies that foster their independent learning. This approach understands knowledge about language as a dynamic entity, which may need future modification in the learning process.

It is important that learners have a heightened awareness of encountering any new or unknown language features/instructions independently. If so, they are more adept at evaluating their own learning and at restructuring their interlanguage themselves. These strategies are not constrained to how to deal with a language task, but involve how to confront adaptably to unanticipated language use in real communication.

From the discussion above, this study argues that the role of lecturers is vitally important in realising the synthesis between language awareness and communication strategies. It is predicated on the claim that learner-centeredness and interactional awareness leading to learner autonomy are undoubtedly pertinent to lecturers' roles as facilitators in classroom teaching. Lecturers are also required to be a high language awareness teacher (all levels) and consistently promote the use of communication strategies in handling errors/breakdowns.

4.4 Summary to RQ 1: The Nature of Lecturers' Communication Strategies

At the core of analysis and discussion of research question 1 is the finding that the lecturers appear to use their awareness exclusively for controlling their own language production. The lecturers predominantly use communication strategies to produce ideal accuracy of language forms and to increase message comprehensibility for learners. This is evidenced by the high level of awareness of monitoring monologue or one-way communications along with self-corrections of words and phrases produced.

One-way communications occur more often and interaction is less likely to appear in classroom oral discourse. The one-way communications result from insignificant negotiated feedback i.e. when the lecturers are less likely to promote meaning-focused interaction such as confirmation and clarification, less salient form-focused feedback i.e. when the lecturers do correction on learners' language regardless of how a language system works, and minor efforts to maintain the flow of conversation i.e. when the lecturers do not appreciate learners' efforts to deal with communication breakdowns. As a consequence, the reflective analysis of language as a system is more represented by error detection and explicit grammatical explanation. In other words, the over-emphasis on awareness of lecturers' own language filtering may contribute to the increase in direct strategies, strategies intended to promote accuracy of forms and message comprehensibility in English instructions. The less attention

lecturers pay to promoting interaction in classroom oral discourse, the less value they place on practical language awareness in their classroom teaching. In fact, interactional classroom discourse together with a working language system requires lecturers to manage their language awareness proportionally (individual, practical, and discursive language awareness level, see figure 2).

On the one hand, the lecturers may perceive that language awareness is about linguistics and always unambiguously attached to formal grammar teaching, which are both reflected by the lecturers' typical attitudes towards the explicit teaching of the language system. Language awareness, on the other hand, is actually pedagogical (Thornbury, 1997), and requires more practical awareness about how language works without the exclusion of interaction. It can be seen from the data that a higher language awareness on the individual level seems not to be accompanied by language awareness on a practical level. This gap is regarded as the main feature of interest to the study of lecturers' communication strategies.

This study essentially suggests that three components should be imparted in individual lecturers' language awareness: interactional awareness, learner-centeredness, and learner autonomy. These three features are gleaned from the analysis and discussion of the individual, the practical, and the discursive level of language awareness because these levels are thought of as being where metalinguistic awareness may be accumulated for high quality instructions. Metalinguistic awareness at the discursive level is also closer to the contextual and sociocultural factors that may promote the use of communication strategies in classroom verbal discourse (see Figure 6).

Apart from this suggestion of three features, this study considers the gap crucial and requires further exploration as to whether the lecturers' communication strategies may originate from a more deeply embedded genetic language development. There also needs to be a comprehensive analysis of whether the nature of such communication strategies may be influenced by other contextual and social factors such as teaching context, learning experience, and practical teaching knowledge, all of which might reveal underpinning beliefs of the lecturers' communication strategies.

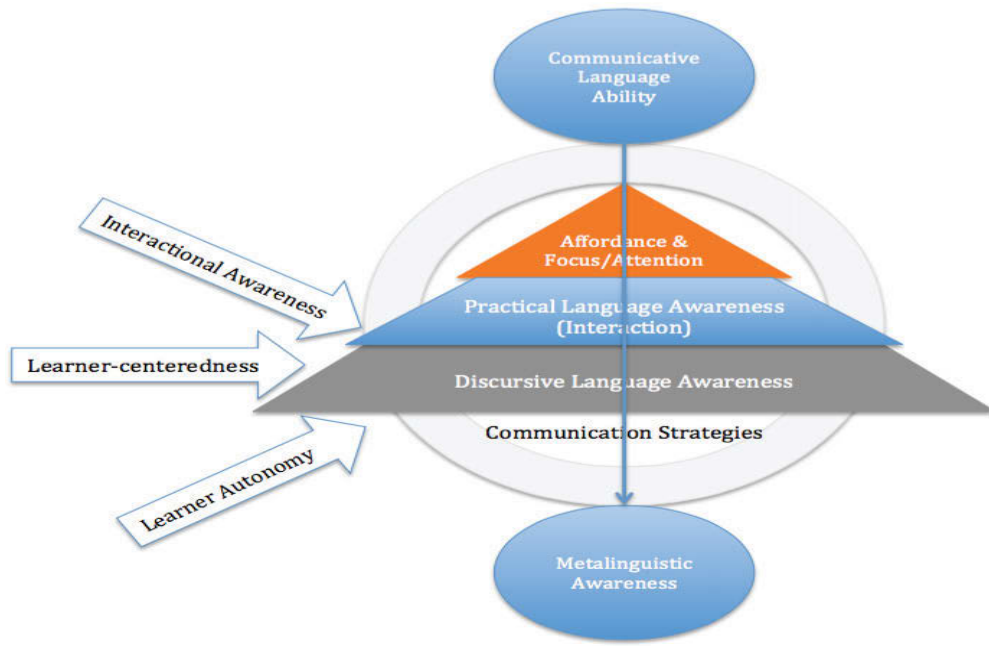


Figure 6: Features in the synthesis between Communicative Language Ability and Metalinguistic Awareness via Language Awareness Approach and Communication Strategies (adapted from Figure 1)

CHAPTER V: THE LECTURERS' BELIEFS UNDERPINNING THE USE OF STRATEGIES

5.1 Overview

According to the literature, belief is covert or latent in lecturers' mental processes and behaviour (Johnson, 1994; Pajares, 1992). Belief in this context is attributable to cognition because there are many aspects of teacher cognition such as concepts, perceptions, or perspectives that can be influential. They may be inextricably linked to lecturers' knowledge and reflected in the act of teaching. Such complex areas of teachers' cognition are reshaped one with another to be a set of beliefs in their lifetime. Their generation is influenced by sociocultural aspects in multi contexts such as where teaching takes place, the journey of the learning experience, and the professional teacher education of the teachers (Borg, 2003).

Each communication strategy originates from a part of this set of beliefs. It is claimed that awareness and pedagogic intention underlie each emerging communication strategy indicated by varied functions that subsequently change to be taxonomies (see various taxonomies in sub-section 2.2.1). It is a generally-accepted fact that a strategy may function differently depending on the attitude of a user towards awareness, intention, and context. For instance, a learner may use a strategy to deal with a lexical problem, whereas another user might employ a strategy to correct a learner's mispronunciation.

A communication strategy can be associated with a specific teaching perspective and depends on how aware a user is to exploit the strategies. There are three theoretical teachability perspectives of strategies: direct teaching (strategy training/instruction), unteachable, and indirect teaching (negotiated interaction). These teaching perspectives arise from the position of these strategies as a sub-component of communicative competence - strategic competence (see section 2.3). Each perspective promotes ways of teaching along with convincing arguments from various disciplines (cognitivist with direct teaching, psycholinguist with unteachability, socio-culturists with indirect teaching).

This study considers all three teaching perspectives in relation to awareness and the pedagogic intention of a communication strategy. Then, these data (frequency) are compared with the teaching perspective that a lecturer espouses.

5.2 Presentation of Findings and Results for RQ 2: The Lecturers' Beliefs underpinning The Use of Communication Strategies

Data from lecturers' stimulated recalls were analysed by analytic induction (Miles et al., 2013). Two major variables were used in the analysis: awareness and pedagogic intention (Azian et al., 2013) whereby the elicited awareness in narratives is superimposed on any pedagogic intentions/orientations. These data were then compared with the three teaching perspectives of communication strategies: direct teaching (see sub-section [2.3.1.1](#)), unteachable ([2.3.2.1](#)), and indirect teaching ([2.3.3.1](#)). When findings were unique (idiosyncratic), communication strategies grounded in the lecturers' narratives had perceivable influencing sociocultural aspects.

Data were presented as excerpts illustrating episodes of communication strategies used by the lecturers. The label on the top of each excerpt indicates taxonomy, sessions (1 or 2) and participants (participant A or B), and timelines. First an excerpt from the interview session is presented. Then for each episode, there are lines representing turn takings and right arrows (➔) showing important spots discussed in the explanation. In lines, the shaded text indicates communication strategies. There is also an explanatory statement below each episode that identifies the emerging communication strategy along with other relevant findings (see Figure 4).

The cognition of each lecturer is distinctive depending on his/her individual genetic language development. The presentation of data is divided into each participant (participant A or B).

The presentation of findings starts with the report of frequency of the lecturers' self – awareness and the lecturers' beliefs about communication strategies. It then continues with the results that is the lecturers' idiosyncratic communication strategies along with the rationales of development of such strategies.

5.2.1 Lecturers' awareness, pedagogic intention and teaching perspectives of strategies

The notion of awareness is highly valued for identifying the rationale for a performance of communication strategy. As a preliminary finding, lecturers' self-awareness in all stimulated recall sessions is certainly imperative. The description of the lecturer's awareness per participant (A and B) in their self-reflection per frequency is illustrated by the following figure:

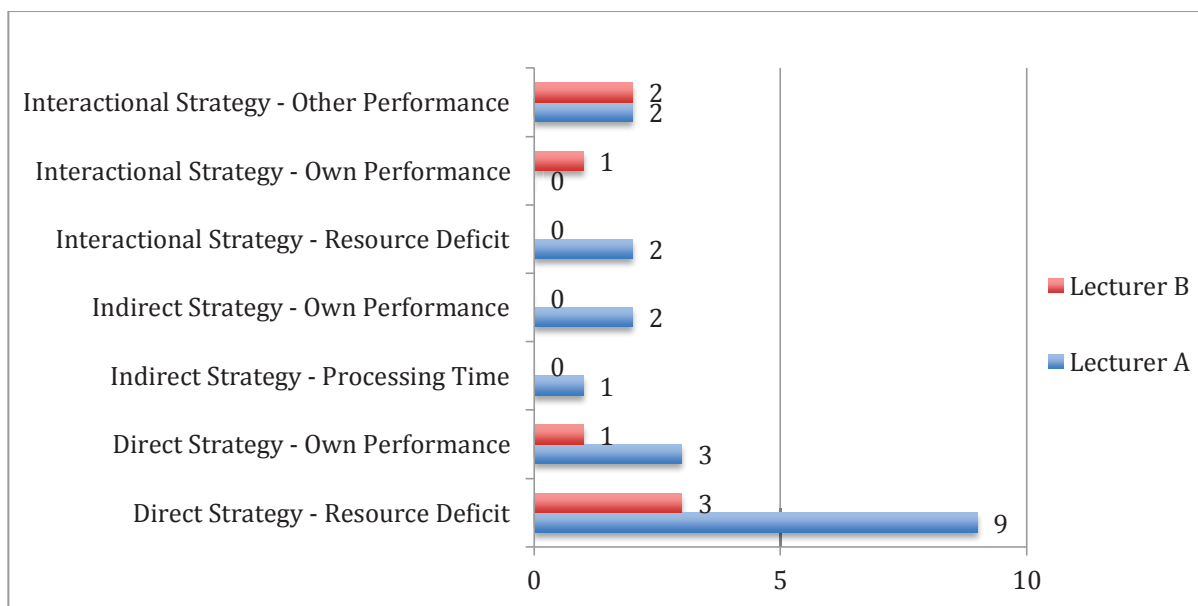


Figure 7: Lecturers' awareness elicited in Stimulated Recalls towards their own Communication Strategies

The findings of the nature of the two lecturers' communication strategies and of the proportion of their awareness in Stimulated Recalls are not dissimilar. The bar chart shows the most visible groups of taxonomy are 'resource deficit' and 'own performance' (direct strategies) and 'other performance' (interactional strategies) with total of both lecturers of 12, 4, and 4 respectively. It may be concluded that these two lecturers use more attentiveness/consciousness when executing direct strategies and interactional strategies executing indirect strategies.

Research question 2 in this study is aimed to explore the belief of lecturers about their use of communication strategies. The elicitation of belief is grounded on both self-reflective awareness and the pedagogic intention/function of the strategies. Subsequently, the results are extrapolated with the theoretical teaching perspectives of communication strategies. This reveals a set of lecturers' beliefs, which have entered the lecturers' instructional practices via personal perception and judgement throughout learning and teaching experiences.

Below are some representative excerpts of communication strategies that explicate the belief of participant A (1st-5th) :

1st excerpt 'resource deficit' also known as mumbling (session 1A: 02.27-03.03) along with its narrative and episode;

Lecturer A: At that time I don't think. Okay, because you see, we are going to focus on grammatical errors. There are other words from grammatical errors that is 'the mechanics' in writing. So, maybe that time I was thinking which one to use the best-*lah*, mechanical, oh, mechanic or grammatical errors, so that's why I was mumbling pausing.

16 → Lecturer A: there are some *err...* let's say what do we say? *Err...* grammar mechanics *yaaa* mechanics, in this first paragraph.

17 Students: ((Listen to the lecturer))

Data evidence: *err...* let's say what do we say? *Err...* is mumbling

Findings: Function of mumbling is to gain some time for the lecturer to select the best technical word for the term. Its teaching perspective is unclear since there is no intentional act of teaching the strategy to learners in the narrative. The orientation is only to promote an ideal use of lexis in own language production.

In the 1st excerpt, it is clear that the lecturer had a degree of awareness while enlisting the learners' interest in the grammatical aspects. The lecturer struggled with the lexical choice. The function of the strategy was to afford own target language production by selecting the best lexis. However, the teaching perspective of the communication strategy is unclear.

2nd excerpt 'resource deficit' also known as code switching (session 2A:13.59-15.22) along with its narrative and episode;

Lecturer A: When I talked about politics, I... umm... this one, I am aware. Whenever I talked about politics, I usually like to use Bahasa. I don't know why. If I use English, I am afraid of making or saying mistakes and saying incorrect words for students because the law is not my field.

106 → Lecturer A: *Itu sudah menjadi bagian daripada aturan* *err ..bahasa-bahasa* language policy in their education system.

107 Students: ((Paying attention to the lecturer's instruction))

Data evidence: *Itu sudah menjadi bagian daripada aturan* is code switching

Findings: Function of code switching is to facilitate learners' comprehensibility towards the use of technical phrase. The lecturer is aware of such difficulty and deliberately uses L1 to ensure the understanding. The anxiety can be reduced via code switching. However, the teaching perspective is unclear.

From the above excerpt, the understanding of the learner towards the message was considered to be more important than the use of target language itself. The function of the strategy was to facilitate learners' comprehension towards the phrase. The strategy was to alleviate the anxiety in both the learners and the lecturer when understanding or talking about

a particular specialised topic - law. It could be said that no communication teachability perspectives were identifiable here, albeit the use of L1 (Bahasa) to enhance communication.

3rd excerpt 'other performance' also known as interpretive summary (session 2A: 02.47-04.32) along with its narrative and episode;

Lecturer A:sometimes whenever the students explain something, and then I summarize what they say, it is also to ascertain myself that I understand what they are saying. So whenever I summarize what they say and then they say yes, it means we have the same understanding.

16 Student A: Because I want to try but.

17 Lecturer A: =I want to try but..(2.0)

18 Student A: because it is very much..((not clear)). First, I read much...I read from the first page to two thousands sorry two hundreds.

19 Lecturer A: =No, I ask you to read only my article.

20 Student A: =Yes

21 → Lecturer A: =Oh you read from the first page. Okay. That's why next time ya, listen to the instruction carefully! You are only to read about the article on the roles of attitude of non-native speakers of English on the different English accents yeah? Okay. Okay Student A, fine. I can accept that reason. Ok, others, who have read the article and understood? Okay Student B, what is the article about? (2.0)

22 Student B: About the role, the role of native speaker, err about their accent.

Data evidence: 'Oh you read from the first page' is interpretive summary

Findings: Function of interpretive summary is to establish mutual comprehension between the lecturer and the learner. It seems that the lecturer has used this strategy confidently in order to smooth classroom intrapersonal/interpersonal interaction. Unfortunately, there is no decisive teaching perspective in the narrative.

Apart from having evident awareness, the 3rd excerpt seems to have a double functions for the lecturer and the learners. The lecturer reiterated a key point of the learners' language expression and simultaneously confirmed his own understanding towards the point. Both clearly elicited awareness and function but unfortunately did not show any pedagogic dispositions.

4th excerpt 'other performance' also known as asking for clarification (session 2A:30.31-32.17) along with its narrative and episode;

Lecturer A: Because you know, not many students know what is Posh ya, so when they say it's Posh, I really wanted to know what is our version of Posh.

- 72 Student F: It sounds posh?
- 73 → Lecturer A: =Posh, what is the meaning of posh?
- 74 Student F: (1.0) Like royalty...err (4.0)
- 75 → Lecturer A: Upper class, ya?
- 76 Student D: Formally, I like when they speak very fast. They still have the accent. You know when American they speak very fast they lost the accent, that there is no flowing, but British no matter they speak that they have the flow.
- 77 → Lecturer A: Ok, so what can we say, what can we write the reason here (3.0)?
- 78 Student D: The reason is unique and like classy also.

Data evidence: ‘what is the meaning of posh?’ is asking for clarification

Findings: Function of asking for clarification is to promote interaction via elaboration and to encourage learners’ participation. According to the lecturer, it is inadequate for learners to learn a new word. The learners must completely understand a contextual meaning of this word in relation to the on-going discussion. The lecturer invites learners to engage in this meaningful interaction. Even though there is no explicit teaching expression in the narrative, there is an implicit teaching perspective in the use of the communication strategy - indirect communication strategies.

Drawing upon the above narrative, it seems that the lecturer was mindful that the strategy was performed intentionally. There seems to be a combination of function and teaching orientation underpinning the use of the strategy. It was intended to request more elaboration of an unfamiliar meaning structure and to encourage other students to participate in the construction of meaning. It was shown by the response from Student D who did not actually raise the word ‘posh’ (in the line 76). This episode appeared to provide negotiated feedback (in the line 75), to continue the process of meaning making through smooth turn-takings, and to allow language production opportunities (in the line 77). The teachability perspective of the communication strategy is indirect teaching.

5th excerpt ‘resource deficit’ also known as circumlocution (session 1A: 38.46-39.05) along with its narrative and episode;

Lecturer A: I wanted to compare the essay by both presenters. 1st student’s essay, she provided a lot of examples from the real world but 2nd student, he provided examples from movies. I was going to use the word “imaginary”, I think I said the word “imaginary” there, but, I mean, maybe “imaginary” is not really the right word, maybe “fantasy”? Can we say fantasy? That was what going on in my head. What was the right word to explain this comparison..... I was trying to find the right word to make that comparison. I couldn’t really find it at that moment, I said, is it imagination, imaginary? something like that.

1054 → Lecturer A: Okay, let's go back to this one. Ya, so we can compare this by watching Harry Potter and Iron Man movies ya. *Jadi* (So), Student G, basically, he gives you *apa* (what)? Err... *apa namanya ya?* (What do we call that ?) Err... an example that we can imagine, yaaa that we can think about, especially the movies are quite popular that everyone is familiar with them *ya*.

1055 Students: ((Paying attention to the lecturer's instruction))

Data evidence: "an example that we can imagine, yaaa that we can think about" is circumlocution

Findings: Function of circumlocution is to provide an ideal word in the lecturer's language production. There are some alternative words to use, yet the lecturer uses the communication strategy while considering a precise lexis and gaining more time. Nevertheless, the teaching perspective is not evident in the narrative.

The above excerpt shows intense self-awareness with regard to how the communication strategy functioned in finding an alternative lexical demand. It seems that the lecturer strove to obtain a better word for the main idea behind the explanation. Unfortunately, the teaching perspective of this strategy is unclear.

Below are some excerpts of communication strategies that explicate the belief of participant B (6st-10th):

6th excerpt 'own performance' also known as self-repair (session 2B: 18.55-20.46) along with its narrative and episode;

Lecturer B: Ya, the first I said 'you... you are pretend' that I realized that's wrong. So I... I corrected it 'pretending'. And for this, for this part, I want them to, ya, just to pretend like they really have to fill in application form ((Filling in blank exercise))

68 → Lecturer B: Language International. This is probably err...(1.0) you are pretend... pretending to apply to a lang... a language course.

69 Students: ((Paying attention to the lecturer's instruction))

Data evidence: "you are pretend... pretending" is self-repair

Findings: Function of self-repair is to revise own language production in order to promote accuracy of target language. The lecturer is aware of inaccurate form of his/her own utterance and immediately corrects the phrase. The teaching perspective of the communication strategy is equivocal.

Here can be seen that the lecturer's awareness of his own oral discourse was high. The function was to provide accuracy of target language production while the learners were

listening to the lecturer. Nevertheless, the position of communication strategies teaching in this excerpt is ambiguous.

7th excerpt ‘resource deficit’ also known as code switching (session 1B: 41.16-41.52) along with its narrative and episode;

Lecturer B: *Ya* I have to translate....[interviewer’s turn]...”Sloping” I do not know how to explain in English “sloping” but I know “incline” ((Chuckling))

193 Lecturer B: What does that mean? Slope?

194 Student F: =I don’t know.

195➔ Lecturer B: =This is err... for example, (In native language). *Seperti lereng*. This is... this is sloping surface ((While drawing a line on the whiteboard))

Data evidence: “Seperti lereng” is code switching

Findings: Function of code switching is to ease the learners to comprehend a word meaning. The lecturer prefers using L1 (Bahasa) rather than explaining the word in English by examples or elaborations. The lecturer indeed expresses his/her challenge to explain the word and the strategy is helpful for this situation. However, there is no evident teaching orientation.

The 7th excerpt indicates the lecturer’s challenge of explaining a lexical gap. The function was clearly to assist learners to understand the word’s meaning. The lecturer seemed to use the most retrievable communication strategy at this point of time (L1). Nevertheless, there is no indication of teaching orientation of communication strategies here.

8th excerpt ‘resource deficit’ also known as restructuring (session 2B: 19.07-19.26) along with its narrative and episode;

Lecturer B: That was because they said Happy Chicken, I... I listened, this is a conversation so I... I remember this, not, not conversation but talk.

51 Lecturer B:And you are going to listen to a conversation, telephone conversation,
➔ between a staff and an applicant. So you are...(0.5) you have to... ow, sorry, no, no, no.
You are going to listen to a talk about someone describes about summer program. So
what you have to fill in is the missing part...(keep speaking)

52 Students: ((Paying attention to the lecturer’s instruction))

Data evidence: “you are...(0.5) you have to... ow, sorry, no, no, no. You are going to listen to a talk” is restructuring

Findings: Function of restructuring is to accentuate accuracy of the lecturer’s language production. Even a silly word is taken into account by the lecturer’s individual language awareness. The word is revised immediately by a new sentence. But, there is no teaching perspective of the communication strategy.

It can be seen that the lecturer used the strategy in order to avoid misunderstanding of the message with a highly selective word choice. There is no clear teaching of communication strategy in the excerpt.

9th excerpt ‘other performance’ also known as asking for repetition (session 1B: 25.12-26.37) along with its narrative and episode;

Lecturer B: I wanted.... I actually understand what ..(0.5). she was saying but I wanted her to repeat once again ... so that other students can listen to her point.

83 Student K: No.no.no.no. The two are his favourite tricks.

84 → Lecturer B: =Ok, good point. Say again!

85 Student K: =The two are audiences’ favourite tricks.

86 → Lecturer B: =Say again!

87 Student K: =The two are audiences’ favourite tricks.

88 → Lecturer B: =Two of....((writing on the whiteboard)) his...

89 Student K: =[Favourite.

90 → Lecturer B: =[Favourite. Ok. Two. Two of what? Two...tricks, two tricks of his favourite. How many tricks can he master?

91 Students: =Three ((simultaneously answered by students))

92 → Lecturer B: =more than... more than two. Maybe ten, maybe twenty. But the speaker only explained two tricks of his many favourite tricks. Ok, true or false?

93 Students: =False ((with one voice)).

Data evidence: “Say again!” is asking for repetition

Findings: Function of asking for repetition is to expose language system and promote comprehension by two corrective feedbacks (recast and negotiated feedback sequentially). The first feedback is form-focused and raises the learners’ language awareness, whereas the second feedback is meaning-focused. It is clear from the narrative that the lecturer intentionally uses the strategy so that other students can listen to Student K’s point. Its teaching perspective is indirect teaching

The above excerpt shows that the lecturer’s awareness was high. The strategy was deliberately performed with dual functions; first to confirm his own understanding, second to let the message be comprehended by other students (by repetitions and listening to student’s opinion). A recast was presumably given to raise learners’ language awareness (word order) in line 88 and a negotiated feedback was offered in line 90. An explicit confirmation of

meaning was given in line 92. It was evident that there was an indirect teaching of communication strategy here.

10th excerpt ‘resource deficit’ also known as code switching (session 2B: 34.25-34.59) along with its narrative and episode;

Lecturer B: for other details, this is quite confusing if I don’t explain umm... yaa what information required yaa, I wanted them to understand what might be ‘other details’...[..] I did realize.

142 Lecturer B: So, you write down the experience of the applicant and then other details.

→ *Apa yang lain informasi... (0.5)* other details maybe. Contact number, telephone number, and then best... best time to contact.

143 Students: ((Paying attention to the lecturer’s instruction))

Data evidence: “*Apa yang lain informasi*” is code switching

Findings: Function of code switching is to assist learners on message comprehensibility of a phrase. The lecturer feels that the phrase is important for learners as a clue in a listening task. Since the meaning structure of the phrase is quite abstract, the lecturer resorts to the strategy and lets the learners predict from the translated text. There is no identifiable teaching perspective in the narrative.

Here the lecturer’s awareness was evident. The strategy was perceivably used to facilitating learners’ understanding of the expression ‘*other details*’. Then, the lecturer assisted the students with a phrase from L1 (Bahasa). There is no clear teaching orientation in this excerpt.

In the light of both lecturers’ narratives and episodes above, the lecturers’ beliefs about the intention/function of communication strategies are clear, but the theoretical teaching perspectives tend to be ambiguous. There is no dominant teaching perspective in the lecturers’ communication strategies. Indeed, an indirect teaching perspective is found in the lecturers’ narratives in which the pedagogic orientation is clearly expressed by the discrete functions of communication strategies (represented by excerpt 4 by lecturer A and excerpt 9 by lecturer B). However, the indirect teaching perspective is lacking in intensity. As a consequence, it cannot be used to provide the conclusive standpoint of each lecturer.

Aside from indirect teaching, there was no direct teaching perspective because there was no explicit instruction of teaching and no unteachable perspective because there was no statement avoiding an intentional strategy teaching in the lecturers’ narratives. As generally agreed, in all teaching perspectives of communication strategies, an emerging communication

strategy must constitute awareness and indicate an intentional purpose in the lecturers' self-awareness (recalls).

The next sub-section presents the socio-cultural influences on the lecturers' use of communication strategies. Two idiosyncratic phenomena deriving from the lecturers' genetic history of language development that are their teaching/learning experiences are described.

5.2.2 Two idiosyncratic communication strategies along with the rationales of development

Two interesting lecturers' communication strategies are code switching and asking for repetition. They derive from the complex genesis of lecturers' language development. As outlined in [section 3.5](#), some excerpts of narratives, which resulted from analytic induction of stimulated recalls, are described below (11-15 for lecturer A & 16-20 for lecturer B):

11th excerpt of code switching in 1A (session 1 by lecturer A):

Lecturer A: I do a lot of code switchings. Because I don't know, if it is my habit, or is it because sometimes at home I do a lot of code switchings because I speak Bahasa Aceh (the Acehnese Language), Bahasa Indonesia (the Indonesian Language), Bahasa Inggris (English). Sometimes, it's an unconscious act. But in class, I do realize I do a lot of code switchings [.....], I don't know how to stop myself. It's my habit. Tapi (But), I know speaking too fast. Sometimes, you know, to get myself back on track, I translate to Bahasa Indonesia (the Indonesian Language), even sometimes into Bahasa Aceh (the Acehnese Language). Because I know I speak too fast....

Findings: Using code switching is due to his habit to speak quickly and partly to patterns of speech performance at home. The lecturer is aware of his/her speech pace and it is sometimes unconscious and when it is conscious, it is more likely to occur. This phenomenon has been adopted in the classroom verbal discourse.

In the above excerpt, the strategy does not function as a solution to recalling a vocabulary, instead it functions to assist learners' understanding of instructional content delivered at a high-paced rate. For the lecturer, the strategy is deemed effective in facilitating learners to cope with the greater message comprehensibility (Üstünel & Seedhouse, 2005). It seems to have been moulded in the lecturer's habitual speaking repertoire, which raises questions about the individual's multilingual learning experience.

12th excerpt of code switching in 2A (session 2 by lecturer A) :

Lecturer A: Whenever I use certain terms, ya, because I read a lot of articles in English and then they used those certain terms in English so whenever I try to explain it in Bahasa, I'll always have to go back in English because I am more familiar with the term from the article, the English article, ya. Maybe that was also one of the reasons why I wanted to started in Bahasa and then (English).

Findings: High familiarity with English terms is established due to intense engagement with an English scholarly paper. As a result, the language distance of the lecturer to English became gradually closer.

Here can be seen the least distant relationship between the lecturer and the target language (English). However, it can be presumed that the familiarity with English academic materials cannot have been that robust.

Below are lecturer A's rationales on code switching indicating the genetic history of language development:

13th excerpt of code Switching 2A (session 2 lecturer A)

Lecturer A: Code Switching is actually a part of me because I grew up in a family who speaks four languages: Acehnese, English, Bahasa Indonesia, and when we were in City X, and then we are speaking Malay. So sometimes I am not very aware when I do code switching, ya, but then again when I am aware I do code switching because I know I am a very fast speaker.

Findings: Growing up in a multilingual family upbringing due to migration is unequivocally stated underlying the strategy. The institutional setting such as family has a key role in molding a unique communication style in the lecturer's repertoire.

14th excerpt of code Switching 2A (session 2 lecturer A)

Lecturer A: I think that would be also good. I mean I don't have anything against code switching as it is something that occurs naturally. Even though we don't speak English, we speak Acehnese and Bahasa Indonesia, at home people always code-switch between Acehnese and Bahasa ya.

Findings: There is no negative value in the use of code switching. Since the strategy has been regarded as a speech habit, the attitude towards the strategy has also changed. Moreover, his/her social setting seems to have situated this strategy as a positive and acceptable strategy.

15th excerpt of code Switching 2A (session 2 lecturer A)

Lecturer A: whenever in the classroom, my students can use Bahasa but then later you know, I motivated them, I urged them, "Ok, let's try to say that in English." Then, I helped them the way.

Findings: The lecturer gradually transforms his/her experiential knowledge (as stated in the above-mentioned excerpts) to practical teaching knowledge, which is allowing L1 (Bahasa) at the first attempt and then encouraging the use of English. This strategy is deemed as a scaffolding strategy for the lecturer to facilitate learners' language learning. A gradual transformation from situated family context and learning experience becomes a perceptual familiarity with the strategy and implementing it in teaching.

The three excerpts above certainly shows that the historical path of individual learning starts from the family. Four languages have been used alternately around the individual in this context. Mobilisation/migration apparently required this family to master an additional language. The multilingual background of the individual's life may have affected his attitude towards, and the function of, the communication strategy. Moreover, lecturer A views the communication strategy without any negative connotation. The strategy is considered to be normal and definitely unrelated to lexical insufficiency. The interconnection between the lecturer's historical development, attitude, and rationale is reflected in his teaching. Lecturer A accommodates the use of L1 and gradually assists learners to use English via code switching

The other strategy is asking for repetition used by lecturer B. The following excerpts reveal the functions of this strategy:

16th excerpt of asking for repetition 2B (session 2 lecturer B)

Lecturer B: I always repeat the instructions more than once, twice and sometimes I ask the student to repeat again what the instruction is.

Findings: The lecturer's distinctive conviction related to the strategy is strongly reflected in the excerpt. The lecturer puts emphasis on the clarity of instruction rather than other aspects of teaching.

17th excerpt of asking for repetition 2B (session 2 by lecturer B)

Lecturer B: Ya, because they say, "Comp, computer... computer" (Wrong pronunciation). I want them to say computer science (Correct pronunciation). [...] That's the purpose of asking them to repeat again, (by) 'say again'.

Findings: There is a distinctive function of asking for repetition for correction purposes. The concern is not only lexis and grammar, but also phonology and graphology (misspelling) as what demonstrated in this excerpt. The learner's pronunciation was responded to by asking for repetition so that the learner is aware of an existing mistake.

It is evident that lecturer B has given more priority to both form-focused and meaning-focused instructions underlying the execution of communication strategies. The lecturer immediately requested repetition of each error from the learner. The learner then corrected their pronunciation to meet the expectation.

Below are lecturer B's excerpts signifying the genetic history of his language development:

18th excerpt of asking for repetition 2B (session 2 lecturer B)

Lecturer B: I learn from the past because several years ago I gave instructions once, and then a week after when I had to collect...when they had to collect their assignments. They... they did mistakenly. They did what I didn't ask them to do. And I learned that there was something wrong with my instructions, they did not understand.

Findings: The lecturer expresses that the use of this specific strategy is caused by a teaching experience involving his own unclear instruction in the past. The lecturer takes into account this experience and reflects his/her image as a learner as well as a teacher. The lecturer slowly absorbs the strategy into his own repertoire.

19th excerpt of asking for repetition 2B (session 2 lecturer B)

Lecturer B: We have to help them correct the mistake and we have to...we have to teach them, this is the correct one and if... if they still make errors, that is our (teacher's) role to correct the mistake.

Findings: A primary basis underpinning the use of the strategy is expressed in the form of personal judgment of correcting the learners' error. It stresses the essential role of a lecturer to signal errors to learners' language production, to demonstrate ideal or corrected models, and to teach the relevant language items.

20th excerpt of asking for repetition in 2B (session 2 by lecturer B):

Lecturer B: ...I think no problem to correct the answers. But I think from... these two videos, I didn't say that this was the correct one with this grammar. I was just showing them the examples. Umm... I think they will learn from that. From... many sentences that I produce or I restate. I think they learn that this is...by saying this, like this ((by their own repetitions)). I didn't say...we had to use present continuous, but they realize that...they have to use present continuous.

Findings: The lecturer has a personal attitude of doing a correction towards a working language system. The learners also understand that when the repetition is asked, there must be grammatical mistakes in the learners' language production. The lecturer also presumes that the learners can learn from the mistakes that are followed up by intentional corrections.

From the above excerpts, it is evident that the lecturer used his/her own negative teaching experience in order to put emphasis on the significance of asking for repetition for personal teaching/learning. The lecturer firmly states that the critical role of teacher is to perform corrections and to treat learners' errors. The lecturer embodies such teaching experience into his own practical teaching knowledge. It is obvious that the rationale of asking for repetition has been shaped over time through the individual's genesis of language development.

It is clear that the lecturer's personal attitude of asking for repetition for explicit correction is strongly accentuated. It is used to enhance learners' noticing of explicit subject matter. It seems to be deeply rooted in the lecturer's belief in an ideal language teaching and learning method, especially regarding listening skills. The strategy is considered a very important learning strategy, especially for promoting comprehension and production (Conejos & Viaño, 1996).

It is noted that the majority of excerpts do not unequivocally associate with a specific teaching perspective of communication strategy (direct/indirect/unteachable), which is presumably due to level of the lecturers' language awareness (further discussed in Chapter IV). It seems that the lecturers intensified the individual level of language awareness via filtering classroom verbal discourse, but did not apply the practical level of language awareness to learning/teaching activities. A communication strategy, which is taught or performed via either strategy instruction or interaction requires a certain level of practical and discursive language awareness.

However, there seems to be another reason other than awareness and pedagogic intention/function for the lecturers' use of communication strategies – the social genesis of their language development mediated by sociocultural settings over a period of time. Code switching for participant A could emanate from his personal learning experience and context, whereas repetition by participant B apparently arose from his practical teaching knowledge. Both seem to be part of the lecturers' experiential knowledge that has been developing over their lifetime.

These two selected communication strategies have illustrated that there seems to be a discrepancy between the lecturers' beliefs about strategies and the selected taxonomy in this study. The lecturers claimed that they were aware of such uses, but had other distinct orientations compared to taxonomy. There needs to be more in-depth discussion of the rationales arising from lecturer's genetic language development. This study would like to further discuss the influential (sociocultural) factors on cognition beyond awareness and pedagogic intention.

5.3 Analysis and Discussion: The Lecturers' Beliefs about Communication Strategies

The purpose for the following section is to explore a contradiction found in analysing the lecturers' beliefs about the use of communication strategies. A discussion about the genesis

of idiosyncratic communication strategies will also be presented. Finally, the aspects of lecturers' belief (knowledge) will be investigated so that they can be used to promote a synthesis between language awareness and communication strategies in teacher education.

5.3.1 Contradiction from experiential knowledge: learning experience and teaching experience

There seems to be a clear contradiction between the selected taxonomy of communication strategies derived from Dornyei and Scott (1997) and the lecturers' beliefs underlying communication strategies: contradiction between the taxonomy with a dominant cognitive/psychology perspective and the lecturers' rationales grounded from socio-contextual influences. For instance, instead of labelling a lexical deficit by code switching, code switching in this study is used to transfer meaning of a word/phrase that is understandable to the learners. Similarly, asking for repetition is used to confirm the instruction comprehensibility rather than solving other performance problems. However, these pedagogic intentions have not firmly indicated a teaching perspective, as none of the theoretical teaching perspectives (direct, indirect, unteachable) appears to be decisive in the lecturers' stimulated recalls.

Despite the lack of an obvious teaching perspective, there is an emerging taxonomy comprising two functions within the lecturers' communication strategies: 1) to promote ideal accuracy of language production and 2) to promote message comprehensibility. The former is used to afford language production based on the learners' capability, to search for an alternative lexical demand, to provide a correct form of language, and to avoid misunderstanding of learners. The latter is used to facilitate learners' comprehension towards the phrase, to confirm mutual understanding, to build meaning structure via interaction, to promote meaning transfer via L1, and to confirm mutual understanding via interaction (see table 5 below).

Table 5: Elicited Functions of Idiosyncratic Communication Strategies

1. Promoting Ideal Accuracy of Language Production	Lecturers' Communication Strategies
To afford own language production based on learners' capability	Mumbling
To search for an alternative/ideal lexical demand	Circumlocution, Restructuring
To provide a correct form of language	Self-Repair
2. Promoting Message Comprehensibility	

To facilitate learners' comprehension towards the phrase	Code Switching
To confirm mutual understanding	Interpretive Summary
To build meaning structure via interaction	Asking for Clarification
To promote meaning transfer via L1	Code Switching
To confirm mutual understanding and raising learners' language awareness via interaction	Asking for repetition

Another interesting implication of the findings is the potential for indirect communication strategies to promote message comprehensibility (*'via interaction'*). The lecturers who performed the strategies clearly expressed the dual functions of these two strategies (asking for clarification and repetition). These dual functions can focus on both form (raising language awareness) and meaning at the same time. Even though they are not dominant, they have suggested that learning can be improved through the use of communication strategies in classroom oral discourse.

Finally, it is argued that the lecturers' genetic development (proposed by the sociocultural theory) influenced selection of the two idiosyncratic communication strategies. An individual's development, including higher mental functioning in teaching/learning experiences, has its origin in social sources, which have been mediated by cultural artefacts, concept and categories along with social relations (John-Steiner & Mahn, 1996). In language development, the genesis of knowledge is external (in social sources) and an individual's mediation in the teaching/learning context gradually transforms the knowledge into part of internal cognition (Vygotsky, 1997). Throughout an individual's lifetime, knowledge of teaching and learning is always in perpetual co-construction. Learning experience, practical teaching knowledge, and professional development are three main social sources of these lecturers' knowledge.

It is evident that lecturer A and B have their own personal historical developments towards the use of code switching and asking for repetition respectively. Multilingual family upbringing and learning experience are a major factor underpinning lecturer A's code switching, whereas teaching experience has been formative in upon lecturer B's asking for repetition. These factors have been ingrained in the lecturers' existing (experiential) knowledge bases starting from personal knowledge when it is still an individual perception and from local/contextual knowledge when a working instructional practice is gradually

adopted due to effective teaching experiences in a particular context (Mann, 2005). In other words, they have also changed over time from perception, to knowledge, to belief, to cognition. They then crystallize in the lecturers' repertoires in the use of communication strategies and thereby function distinctly from that of taxonomy.

The current discussion does not aim to isolate the role of cognitive and psychology disciplines from conceptualising the lecturers' beliefs about communication strategies; rather, it propounds an understanding of the complexity of human cognition in the language teaching/learning context, which is more accessible through a holistic socially-interpretative approach (Cross, 2010; Firth & Wagner, 1997; Lantolf, 2006). The lecturers' knowledge and teaching contexts together with their sociocultural milieus arguably affect their personal mental cognition. In other words, even though the lecturers' teaching perspective cannot be elicited in the discussion, the lecturers have a unique set of knowledge bases that gradually become rationales or self-concepts manifested from the accumulation of experiences about how to ideally use communication strategies in classroom oral discourse. Subsequently, the lecturers inherently establish the rationales of the two strategies in their repertoires.

Since this study endeavours to propose a synthesis between language awareness and communication strategies, the convergence between required knowledge bases to elicit more quality communication strategies is discussed in the next section.

5.3.2 Convergence between received knowledge and experiential knowledge

It is a truism that the lecturers in this study have accentuated the significance of individual genetic language development. Such distinctive development has admittedly contributed to the lecturers' belief about the use of communication strategies. It becomes an asset by which the lecturers' experiential knowledge is enhancing classroom verbal discourse. The lecturers should be aware of their own asset and gradually internalise their asset into classroom teaching in any form such as instructional practice – communication strategies.

In this regard, the inclusion of communication strategies between metalinguistic awareness and communicative language ability has evoked the interconnection between received knowledge and experiential knowledge. Received knowledge consists of scientific concepts that are acquired from formal schooling and professional developmental activities (Wallace, 1991). As professional teachers who are teaching at higher education institutions, both lecturers must have learned two main scientific concepts: subject matter knowledge (what to

teach) embedded in the role of a language analyst and pedagogical content knowledge (how to teach) within the role of a language teacher (see Figure 1). On one continuum, both lecturers must have been equipped with discourse semantic and lexicogrammar knowledge in enacting the role of a language analyst as well as language teaching methodology and language syllabus and curriculum in performing the role of a language teacher.

On another continuum, experiential knowledge arises from two major sociocultural aspects: a multilingual learning context (lecturer A) and practical teaching/learning experience (lecturer B). This kind of knowledge is an ‘everyday concept’ which is spontaneously/non-spontaneously imparted into human cognition while engaging in socially situated activities using or being exposed to the target language or even in language learning/teaching experience (Lantolf & Johnson, 2007). It seems to be natural that a lecturer may have some personal perspectives that have been adopted throughout a teaching career as he/she might have experienced the benefit from such perspectives.

For a language teacher, however, the parity between received and experiential knowledge must be internalised proportionally. On the one hand, granting superiority to experiential knowledge would lead to misunderstandings about language learning and teaching because the knowledge is mostly grounded on perceptual reasoning via observation and generalisation (Johnson & Golombek, 2011). On the other hand, giving dominance to received knowledge would create difficulty implementing the scientific knowledge on a practical level because such knowledge is abstract. It is not a panacea for all contexts and requires systematic rationalisations (Hedgcock, 2002). A combination of them may be seen in the current study with the dominant level of individual language awareness and the contradiction between the taxonomy and the lecturers’ beliefs underpinning the use of communication strategies.

In response to this situation, this study proposes three suggestions that must be taken into account in synthesizing language awareness and communication strategies. These three suggestions are generated from the current discussion and the phenomena in the study. First, lecturers must position themselves as theory designers of their own teaching contexts (Johnson & Golombek, 2003), which labels them a dynamic learner of teaching who keeps re-constructing their knowledge-bases (Freeman & Johnson, 1998). Being a theory designer means the lecturer is the only person who possesses a set of comprehensive knowledge about their personal teaching context. That set of knowledge is comprised of local knowledge (level of language learners, facilities, community expectation, and so forth), personal

experiential knowledge (learning experience, teaching experience, and the like), and scientific knowledge from professional development. These knowledge bases must be identified purposefully, shared, and reshaped recursively. Upgrading activity must value such knowledge bases as a starting point to be reviewed in order to have strengthened language awareness in language use and language teaching. The process is undertaken to foster language learning awareness in the lecturer (as a participant of upgrading training) with the objective of being a language awareness teacher who uses communication strategies in classroom oral discourse.

Second, the process of reshaping knowledge bases must include saliency of the role of a language user in order to improve communicative language ability. Reflective practice towards knowledge such as zone of proximal development, explicit and implicit learning, negative evidence, communication strategies, should be more dominant in dialogues with the use of target language. Afterwards, explicit teaching continues because the dialogues along with explicit teaching gradually solidify into a new scientific concept, which probably sparks off a revised lecturer's belief. It is expected that the dialogues may impart the newly-reformed knowledge into real classroom activities and eventually the knowledge becomes a part of the lecturers' repertoire.

Last but not least, there must be a creation of opportunities for adopting the knowledge bases in lecturers' discursive/instructional practices – communication strategies. It can be accomplished through many approaches (action research, peer observation, collaborative teaching, etc.). One of those approaches is the praxis of language awareness approach (Borg, 1994; Lantolf & Poehner, 2014). It is vital for the lecturers to bring a sense of the newly-reformed knowledge to the use of communication strategies. Such opportunities are to test what has been restructured in lecturer cognition that can work effectively in classroom teaching. Subsequently, narratives can be used to mediate the experience of practising. Each participant again reflects on practices and areas that still need more improvement such as instructional practices, especially in the use of communication strategies. Narrative has been a widely-recognised means of pedagogic reflection (Harbon, 2014; Johnson, 1994). It is also regarded as an approach to legitimise the knowledge that focuses on the increase in language awareness and the improved lecturer's communication strategies

5.4 Summary to RQ 2: The Beliefs underpinning Lecturers' Communication Strategies

It is evident that the lecturers' communication strategies are found to come along with both awareness and pedagogic intention. However, none of the teaching perspectives appears to be in the lecturer's repertoire indicative of the lecturers' belief about the use of communication strategies. It may be due to the fact that the lecturers have not focussed their practical language awareness on the use of communication strategies.

Since belief is not interpreted exclusively in relation to the teaching perspective of communication strategies but as human cognition, the study found a contradiction between the selected taxonomy (Dornyei & Scott, 1997) and the lecturers' awareness and pedagogic intention. The contradiction arose apparently from the inclusion of sociocultural aspects in this study, especially the social and contextual factors underpinning the lecturers' communication strategies. The contradiction shows that a genetic analysis orientation is more holistic than a descriptive analytic orientation to explore the communication strategies originating from the individual's history of language development.

It is clear that two sociocultural aspects underlie the lecturers' idiosyncratic communication strategies and these aspects are associated with the lecturers' experiential knowledge. They are learning experience for lecturer A (code switching) and practical teaching knowledge (experience) for lecturer B (asking for repetition). Both of these indicate that the lecturers oriented their knowledge more from an everyday perspective that suits the teaching context compared to a scientific perspective. As a result, the functions (pedagogic intentions) of the lecturers' communication strategies are more attributable to experiential knowledge.

This study concludes with three propositions relating to the convergence between the lecturers' experiential knowledge and received knowledge. First, an understanding of both experiential and scientific knowledge must be the main basis for enhancing the level of language awareness and promoting the use of communication strategies. Second, advocating reflective practice is a way to enhance communicative language ability, which encourages dialogue as well as explicit teaching in English. Third, there has to be a sustaining reflective media via praxis and narratives to monitor the development of lecturers' level of language awareness and the use of communication strategies.

CHAPTER VI: LEARNERS' PERCEPTIONS TOWARDS LANGUAGE LEARNING

6.1 Overview

Learner perception is vital for language awareness studies because a mutual understanding between lecturer and learners about the process of language learning is required together with awareness of learners within such a process (James & Garrett, 1991). Therefore, language learning and the learners' perceptions towards such language learning is analysed in this chapter. Then, the positive and negative connotations towards the lecturers' communication strategies are investigated. In the end, some notions arising in the classroom that can promote potential communication strategies are discussed.

It is noted that this chapter is not only intended to analyse and discuss learner perceptions but also to generate discussions about the noticeable intersection between the nature of lecturers' communication strategies, the lecturers' beliefs of such strategies, and the learners' perceptions. Some alternative insights gathered from the literature review are presented, followed by recommendations for teacher education and future studies.

Therefore, the learner perceptions were gathered by a single focus group discussion on each group. At the beginning of the focus group, the learners were given some explanations with additional video about communication strategies along with their taxonomies. The learners were also given examples in order to reach a comprehensive understanding on communication strategies.

6.2 Presentation of Findings and Results for RQ 3: Learners' perceptions towards language learning

Data of learners' perceptions were analysed by analytic induction (Miles et al., 2013). Two groups of learners from two classes, which had been observed, participated in the focus group. The main thrust of the data analysis was whether the learners perceived any communication strategies that were performed by the lecturers/teachers in their language learning experiences. The perceptions could be metaphors, mental images, narrated experiences, and the like.

The learners did not necessarily refer to the lecturers who were observed in this study, they were invited to recall the most or least accomplished lecturers throughout their learning

experiences. So the learners predominantly recalled the use of communication strategies by other lecturers/teachers. The decision to avoid focus on the lecturers participating in the study was a conscious decision so that no harm or threat was posed to those lecturers, in line with good ethical practices. Nevertheless, the selected participants (learners) actually, to some extent, referred to the observed lecturers even though it was not stated explicitly by name. The data collection was very strict in handling names as pseudonyms and tried to avoid pointing the observed lecturers as the main data sources. This study treated the observed lecturers as equal as the other lecturers who taught and had teaching/learning experiences with the selected participants (learners).

Data are presented as excerpts of narratives. The label on the top of each excerpt indicates groups (group 1, group 2, or both). In each narrative, there is also a statement below indicating any emerging themes/constructs including explanations.

The major findings arouse into two themes: 1) Positive and negative perceptions of communication strategies 6.2.1; 2) Encouraging and discouraging traits that might impact on the transformation from lecturers' communication strategies to learners' learning strategies 6.2.2. In the end of this sub-section, the results of the study entitled 3) Perceptual and emotional aspects in a classroom as a sociocultural setting 6.2.3 were elaborated for further discussion in the upcoming section.

6.2.1 Positive and negative perceptions to communication strategies

Both positive and negative perceptions towards communication strategies are imperative for a mutual understanding between the lecturer/teacher, the learners, and for the teaching/learning context itself in order to lessen a perceptual gap in the use of communication strategies.

Furthermore, these two divisions (positive vs negative perceptions and encouraging and discouraging traits) arise from the intent of reducing the gap in the use of communication strategies. These aligned with sociocultural theory (Vygotsky) in which the sociocultural historic setting in the form of classroom culture (encouraging and discouraging traits) must be nurtured by socially affective elements embedded in awareness (individual perceptions). Such a nurturing encompasses all aspects of teaching/learning process such as classroom verbal discourse. Within such a closer gap between perceptions and classroom settings, a lecturer's communication strategy can be transformed to be a learner's learning strategy via

metacognitive awareness of learners, that learners adopt the strategies and apply for the strategies in verbal communications (further discussed in the discussion of the chapter).

It was found that the learners mostly had a positive attitude towards interactional communication strategies compared to direct strategies and indirect strategies. These interactional strategies were interpretive summary, asking for clarification, comprehension check, and asking for repetition.

The following excerpts indicate the learners' positive perception towards the interactional communication strategies:

1st excerpt interpretive summary in Group A:

.... students who have average level of language ability, maybe the students give response to the teacher with unclear words. If the lecturer gives interpretive summary, the students will feel like 'oh, it is like that'.

Findings: Interpretive summary from the lecturer increases the learner's confidence in communication. The learners are also aware of this strategy to help them understand the gap between their current ability and target level.

2nd excerpt interpretive summary in Group B:

The reason is that because there are many students who are halting in speaking. Then, the lecturer will summarize again from the beginning so that the students will understand.

Findings: Interpretive summary from the lecturer strengthens the learners' understanding while speaking. The learners are aware of the lecturers' provision of feedback via the strategy.

3rd excerpt asking for clarification in Group A:

Not just ask 'do you understand?' and they say 'yes'. The lecturer actually should probe the students, "what do you understand?" they have to respond it in English,when you speak more English, you become accustomed to the language.

Findings: Asking for clarification is effective in promoting interaction via the lecturers' probing. The learners agree with more interaction that will lead to be a fluent English user.

4th excerpt asking for clarification in Group B:

The way to trigger the students' verbal performance is also good via probing such as 'what do you mean by that ?' or 'can you explain more?'

Findings: Asking for clarification is used to stimulate interaction. The learners are conscious that they need more spaces for practising, and this strategy is a good way to initiate a classroom interaction.

5th excerpt comprehension check in Group A:

There is a lecturer who uses a strategy after he/she explains to the students; she will ask “Do you understand?” So, If he/she wants to repeat with pleasure, automatically we or students like me who still have lack of this (language) ability can more understand and give response.

Findings: Comprehension check increases the comprehensibility of message. The learners were mindful of this strategy to help them understand the lecturers’ instructions more clearly.

6th excerpt comprehension check in Group B:

Using comprehension check, with this strategy he/she (a lecturer) can ask the students whether they have a good comprehension towards the content she delivered.

Findings: Comprehension check ensures the content knowledge in the instruction is comprehended by the learners.

7th excerpt asking for repetition in Group B:

The second is asking for repetition. So, in my experience, the lecturer asks students to repeat in case the students do some mistakes.

Findings: Asking for repetition functions to provide negative evidence. The learners are aware that this strategy is to alert them that there is an error in the learners’ language production. Such an error then requires a correction.

It can be seen from the above excerpts that the functions of the strategies are highly appreciated by the students. Most of the students greatly value these strategies showing the gaps of their language skills. They also believe that interaction is vital for their learning so that they encourage any efforts to initiate/stimulate a classroom interaction. The learners also interpret positively the lecturers’ feedback provision toward the error. They learn from their self-correction via the strategy. This finding reinforces the recommendation that these strategies be adopted in classroom teaching.

In contrast, the learners negatively perceived three direct strategies for language learning, namely mumbling, literal translation, and topic avoidance.

The following excerpts indicate the learners' negative attitude towards the direct/indirect communication strategies:

8th excerpt mumbling in Group A:

The mumbling may not come from the lecturer's fluency; the material perhaps was not well prepared. [.....]. So maybe when he/she explained the material, he/she didn't deliver it fully, not the lecturer's fluency, maybe the lecturer was not well prepared towards the material that would be discussed.

Findings: Mumbling hinders the learners' understanding of a learning material. Though it may not be regarded as a lecturer's lack of fluency, the professionalism of a mumbling lecturer may be discredited.

9th excerpt literal translation in Group A:

For example, when the lecturer gave a passage/a text, he/she translated that literally. There are some words translated based on his/her knowledge or from the book. And maybe some of us actually umm... learn something outside the class, some of us have known some new words. [...]. There were some new words to translate that but he/she (the lecturer) wanted to translate it in his/her own way.

Findings: Literal translation shows the gap between the lecturer's language and the contemporary language, where a new equivalent word is used across contexts and the learners as adults may have found the word. Again, this strategy may bring a negative connotation upon the lecturer.

10th excerpt topic avoidance in Group B:

Yes, they changed the topic. For example, we were talking about rice field for example and suddenly ... they were explaining about forest.

Findings: The student easily identified topic avoidance when the lecturer was supposed to discuss deeply an issue and went off topic. This strategy is always associated with the lecturers' lack of knowledge.

It is clear that mumbling, literal translation, and topic avoidance were perceived to have negative connotations for the students. These three strategies impact the lecturers' unprofessionalism, static language development, and lack of knowledge. There seems to be no learning potential in the use of these strategies, in fact they even impeded the learners' language learning. The finding shows that these direct strategies should not be used in classroom teaching.

Both findings have suggested that there is a discrepancy between the lecturers' communication strategies and the learners' perceptions. On the one hand, the lecturers highly value accuracy with filtering resulting in less interaction behind the use of communication strategies. On the other hand, the learners expect more interactional features in language learning. It is apparent at the individual level that there is no meeting point between the lecturers' communication strategies and the learners' perceptions of language learning opportunities.

In the next sub-section, encouraging and discouraging traits are elicited from the learners to facilitate a smooth transformation from communication strategy (from the lecturers) to learning strategy (for the learners).

6.2.2 Encouraging and discouraging traits on classroom level

There are three encouraging traits according to learners that are perceived to stimulate communication strategies in classroom context: positive learning environment, intense intrapersonal/interpersonal communication, and error tolerance.

11th excerpt positive learning environment in both groups:

The important thing is to make the students comfortable so that the knowledge would be transferred better.[.....] communication from the lecturer should be positive in order to make the students comfortable or motivated to study.

Findings: Positive learning environment results in comfort and motivation of the learners. It starts from the lecturer who harnesses his/her communication style to shape a positive learning environment.

12th excerpt positive learning environment in both groups:

The lecturers appreciate and consider the capability of their students.

Findings: The attitude of lecturers towards the capability of learners must be appreciative. The attitude is allied to understanding the level of learners as unique individuals.

13th excerpt of positive learning environment in both groups:

When we are lacking in understanding (an instruction), the lecturer will ask "Do you understand?" ((Comprehension Check)). Right after we answer, the lecturer will rephrase which we do not understand.

Findings: A concrete example of a teacher assistance/ communication strategy in order to confirm or clarify the learners' understanding.

14th excerpt of intense intrapersonal/interpersonal communication in both groups:

In my opinion, a non-ideal language lecturer is one who only explains in front of the class. At least, the lecturer should get close to students.

Findings: The lecturer is encouraged to create a personal relationship with the learners via intrapersonal and interpersonal communication.

15th excerpt of intense intrapersonal/interpersonal communication in both groups:

The individual relationship will facilitate the students in understanding what the lecturer has taught.

Findings: An emotional bond between the lecturer and the learners is rewarding for learning

16th excerpt of intense intrapersonal/interpersonal communication in both groups:

Teacher assistance usually took place when I totally stopped and had stuck at one time. It made me not feeling dropped and in fact I did not feel cold sweating. Soon afterwards, I got the assistance. At that time, I felt really happy.

Findings: An example of a positive impact of teacher assistance when it is underpinned by a strong affective.

17th excerpt of error tolerance in both groups:

They (The lecturers) should not interrupt. They just let us do it first and then after we finish err.. they should give us some correction (explanation).

Findings: Direct interruption is perceived as an impediment to learning. It is expected that the lecturers give correction at an appropriate moment and not disrupt the interaction.

18th excerpt of error tolerance in both groups:

I am not really confident when the lecturers try to correct my statement. I mean, yes you can correct my statement if you don't get the understanding but you don't have to correct my grammar.

Findings: Explicit correction of forms of language seems to be negative for the learners. It should be avoided and correction of meaning is preferable.

19th excerpt of error tolerance in both groups:

We can use English every day without code switching with Bahasa. Umm... but we take a pace not just speak rapidly without any pace. [...] They ((the lecturers)) should wait.

Findings: Error tolerance also includes giving learners time to think. Understanding learners' efforts in dealing with the opportunities to use the language is highly valued by the learners.

Drawing upon the encouraging traits above, managing classroom culture is certainly influential on the teaching/learning atmosphere, personal relationship amongst participants (the lecturers and the learners), and learning activities. An affective classroom environment helps establish intrapersonal/interpersonal communication. From the sociocultural perspective, intrapersonal/interpersonal communication is fundamental for the passage from regulation by others to self-regulation or for moving from the unknown to the known state (Lantolf, 2006). But for a positive environment, regulation of cognitive development does not work optimally. As a result, the learners positively perceive the acts of teaching such as teacher assistance and corrective feedback. The learners are then aware of the lecturers' communication strategies and this enables them to convert those strategies into their learning strategies.

However, there are three discouraging traits according to the learners that are regarded as a hindrance to the emerging communication strategies. They are limitation of dialogic interaction, monologue verbal discourse, and uncommunicative lecturer. These three traits are generated from the learners' narratives as follows:

20th excerpt of limitation of dialogic interaction in both groups:

So, sometimes the students were constrained with the limitation of opportunities (knowledge/participation), we cannot express any other ways. Maybe, there would be some understandings that the students understood not what having been said.

Findings: There seem to be no opportunities for the learners to express their ideas in classroom. This trait is one of two cases that degrade the value of mediation in classroom culture.

21st excerpt of limitation of dialogic interaction in both groups:

Perhaps, the lecturers rarely study about the strategy how to make the students communicating confidently

Findings: The learners may feel that the lecturers have lack of strategic competence or lack of

communication strategy.

22nd excerpt of monologue verbal discourse in both groups:

It is the one who uses English throughout the lesson. Perhaps, the intention was good; making the students more accustomed to English and asking question in English. But ultimately, it would bring the class more boredom.

Findings: One way communication is a major challenge for nurturing an ideal classroom culture. It completely negates the diversity of learners' language capability.

23rd excerpt of monologue verbal discourse in both groups:

The lecturers are fluent indeed. Yet not trying to be cocky, but sometimes, the language is bounded by book, the book language. So, sometimes it is prescriptive. We have some other resources. [...], so we understand some more language from films or music. Those things (authentic English texts) differ from the language use (by the lecturers), which only comes from the book.

Findings: Beside the lecturer's monologue discourse, the lecturer's language use is still too much tied to the texts (theoretical-minded learning materials). In fact, the texts may have contemporarily developed over time.

24th excerpt of uncommunicative lecturer in both groups:

There is still a lecturer who is not cooperative. When they ask and try to get the opinion from students, the students just share what they know. Sometimes the lecturers do not appreciate the students' opinions.

Findings: The lecturers must be more sensitive to this situation. A silly mistreatment may affect learners' goodwill and destroy an established interpersonal relationship.

25th excerpt of uncommunicative lecturer in both groups:

Maybe, some students did understand what the lecturer was trying to say. Maybe there were some students who didn't understand at all. So, when that took place, the students became more passive.

Findings: Ideal demonstration of target language production is very positive, yet some verbal interactional modifications would be helpful for learners.

It can be seen from the above narratives that the lecturers should be aware of all aspects in the classroom context. Both traits in classroom level are pertinent to affective engagement

and attitude. Such factors are analysed in an effort to explicate the observed classroom culture that underlies the lecturers' communication strategies. It is expected that these traits are taken into account in teacher education.

Nurturing classroom culture by an affective approach along with high language awareness of the lecturer is likely to boost a smooth transformation from communication strategies to learners' learning strategies. A nurturing classroom culture straddles providing opportunities for learners to express ideas to giving appreciative comments to learners. Lecturers must be aware of learners' level of language by slowing down instructions and engaging learners in classroom verbal discourse.

6.2.3 Perceptual and emotional aspects in a classroom as a sociocultural setting

The above-mentioned findings have shown both perceptual and emotional aspects are highly influential to the climate of classroom. Emotion is regarded as equal as cognition, that this study gives prominence on the importance of emotional aspects in managing classroom environment as a sociocultural setting. For the sociocultural perspective, emotion is determining to ensure the transformation from social speech to private speech (Swain, 2013). This means emotion can accelerate the transformation due to positive and constructive emotional states learners have in learning.

It is also undeniable that teachers are aware of this affective element, but not holistic. For example, teachers may have a very promising interpersonal relationship with their students. Unfortunately, this strength is not visualised into teaching behaviours such as communication strategies, corrective feedback, awareness raising, and conversational maintenance. In fact, such a sound affective element can be evoked by the teachers when they position themselves as teacher learners.

The perceptual and emotional aspects are mutually crucial for the creation of an ideal sociocultural setting of learning. The sociocultural theory expects an encompassing approach from the availability of social sources of development such as the exposure of subject to learn, semiotic or language through mediation or interaction, and genetic development or further personal development learners follow up after learning such as development and internalisation (John-Steiner & Mahn, 1996). Therefore, all aspects of sociocultural elements including affective is highly significant for students' language mastery.

6.3 Analysis and Discussion: Transformation from teacher language awareness to learner language learning awareness by nurturing classroom culture

It is presumed that classroom culture has the potential to lessen the perceptual mismatch between the lecturers and the learners in classroom teaching. Classroom discourse is an output and classroom culture is a locus of learning whereby activities in the classroom are socially organised and directed actions (Donato, 2000). Cultural and contextual concepts of learning have much potential for learners' language development when an emphasis is placed on the availability of sociocultural resources such as teacher assistance in communication strategies rather than on individual intellectual property. This study suggests analysing classroom culture beyond individual level (Donato & McCormick, 1994), whereby instructional/conversational practices do not work optimally without an awareness of nurturing classroom culture.

Nurturing classroom culture is unsurprisingly linked to the levels of language awareness; the levels must be maintained by focusing on target language production to engaging learners in interactional activities followed by discussing the language system. Such steady attainment of language awareness levels is immensely affected by the affective element (Bolitho et al., 2003). Affective engagement provides a strong foundation for other interventions in learner language development.

A socially affective atmosphere has been found crucial for learners who are transforming communication strategies to become their learning strategies. The three most prominent issues for learners are how to control anxiety; how to enjoy the conversation while focusing on meaning transfer; and how to manage a positive impression to interlocutors (Nakatani, 2006). It is argued that an intense positive learning environment, intense intrapersonal/interpersonal communication, and error tolerance must be underpinned by a strengthened interpersonal relationship between a lecturer and learners. At the same time, when classroom culture has been fostered by affective element, by dialogic interaction and by a communicative lecturer it will develop consequentially. As a result, learners feel that lecturers' communication strategies are noticed and can be supportive. Once opportunities are available, the learners will gradually emulate the strategies as their learning strategies.

The affective element of language awareness is often disregarded because the cognitive element such as raising awareness of language system and its reflection is more extensively discussed. In fact, the affective element of language awareness is more challenging to achieve

because it aims not only to change the behaviour of teaching but also to evolve attitudes and values (Wright & Bolitho, 1993). It can be represented by the above findings in which the learners feel that they should be given a more positive learning situation, appreciative feedback, and opportunities for language production. Hence, an English language lecturer must view a learner comprehensively together with the sociocultural aspects attached to the learner including identity, socio-economic status, learning environment, and so forth. As a result, empathy may appear as a kind of affective element that may spur on teacher assistance in the form of communication strategies.

6.4 Summary of RQ 3: Learners' perceptions towards language learning

It is evident there are perceptual mismatches in relation to how the learners perceive language learning in relation to the use of communication strategies. These mismatches of classroom communication strategies are noteworthy for language teaching/learning. It is found that the learners perceive more benefit from interactional communication strategies rather than direct and indirect communication strategies, whereas the lecturers overvalue direct and indirect communication strategies. It is also found that limitation of dialogic interaction, monologue (one-way) verbal discourse and uncommunicative lecturers are perceived to be deconstructive to the learners' language learning because of the constraint of interactional features engaging the learners. Nevertheless, the learners appreciate a positive learning environment, intense intrapersonal/interpersonal communication, and error tolerance resulting from affective engagement between lecturers and learners.

The affective social element is apparently the gap between these perceptual mismatches. It is argued that to strengthen this element in classroom teaching, lecturer language awareness must be heightened to a critical level – a higher level than discursive level/metalinguistic awareness. A lecturer in this state then becomes more sensitive to optimize learning opportunities in the classroom. It is because a classroom is deemed a sociocultural setting and its discourse is a mediated means of maximising learning potentials. Lecturer empathy and learners' values and attitudes, which are required for improved quality of interaction underlain by lecturer language awareness, can be induced by the affective element.

CHAPTER VII: CONCLUSION

7.1 Summary of The Study

The research project aimed to explore the nature of lecturers' communication strategies, the lecturers' beliefs underlying the strategies, and the learners' perceptions towards language learning and communication strategies. Findings in this study indicate that there is a strong linkage between the nature of lecturers' communication strategies with a dominance of direct communication strategies (self-repair and self-rephrasing), the beliefs of lecturers arising from major experiential knowledge, and the learners' perceptions, which showed a preference for interactional strategies and affective engagement. The study's results clearly point to a missing interface, noted in the scholarly literature (Lindahl, 2013) relating to the synthesis between language awareness and communication strategies. The nexus between a teacher's language awareness and communication strategies is valid if three conditions are present:

1. An improved attainment of lecturers' levels of language awareness;
2. A revitalised set of knowledge bases of lecturers in discursive/instructional practices especially in managing classroom oral discourse and deploying communication strategies;
3. An incorporation of the affective element such as a positive lecturer-learner relationship and intra/interpersonal interaction in the classroom.

Discussions of the nature of lecturers' communication strategies, the lecturers' beliefs, and the learners' perception towards language learning have suggested that experiential knowledge, received/expert knowledge, and the affective element are three main interacting constructs originating from the sociocultural theory perspective in language teaching and learning. This study suggests maximising the interfaces among these constructs on the premise that a lecturer must enhance his/her language awareness on all levels (awareness of

practical teaching/learning activities, discursive/ metalinguistic awareness, and critical awareness towards interrelating sociocultural aspects such as learning environment, identity, socio-economic status, and so forth) that engender teacher assistance in the form of communication strategies. All of these unifying levels of awareness must be highlighted in teacher education both at entry level (pre-service lecturers) and career level (in-service lecturers) in order to foster a critical mindset in a professional teacher that considers the influence of sociocultural aspects on his/her own practical skills.

These levels of awareness must cover the three roles of language teachers (as language analyst, language teacher and language user) together with an understanding that such levels of awareness can be intensified when they are led by the role as a language user. This is because the role of a language user highly values metalinguistic awareness and communicative language ability whereby communication strategies can be used to improve lecturer language proficiency and solve communication breakdowns in classroom discourse. This would certainly provide more potential for learning in classroom interaction.

Likewise, the language awareness approach could be promoted for lecturers on a pedagogical level to implement 'language exploration, languaging (talking about language), engagement and reflection' (Svalberg, 2007, p. 296). Language exploration is oriented to neutral interpretation whereby a working language system is exposed constantly via language use in combination with filtering by lecturer, learners, and teaching materials' language productions. Selective working language systems are discussed within lecturer-learners interactions that take into account corrective feedback, awareness-raising, and conversational maintenance.

The method of reflection can also be facilitated by 'narrative', channelling theoretical knowledge to practical knowledge. This continuing process definitely accelerates the development of language awareness leading to the reshaping of lecturers' knowledge bases in amalgamation of experiential knowledge (belief, assumption, etc) and received knowledge (textbook, research studies, etc). In the end, the delivery of this long process is manifested in lecturers' high levels of language awareness including communication strategies that are embedded in repertoires and skills at managing a conducive learning environment in a classroom as a sociocultural setting.

All of these suggestions arise from optimising two roles of language awareness teachers: as language analyst and as language user via heightened language awareness and improved

communication strategies respectively (see [2.2](#) and Figure 1) and converge on a prospective synthesis between language awareness and communication strategies, which potentially increases lecturers' practical, metalinguistic, critical awareness, and enhances lecturers' communicative language ability in classroom verbal discourse.

Nevertheless, there are some implications that must be taken into account when maximising the synthesis between language awareness and communication strategies. Such implications are germane to the adoption of a sociocultural theory framework in the study of language awareness and communication strategies as well as the realisation of these two constructs into teacher education and classroom language teaching. Those implications are discussed in the following sub-sections.

7.2 Maximising the synthesis between lecturers' language awareness and communication strategies

Even though further studies will be required to conclusively demonstrate that communication strategy is an invisible medium between the role of language analyst and language user, this study has revealed three conditions influencing the lecturers' language awareness and communication strategies in classroom teaching. These three conditions certainly bring implications to the study of communication strategies, particularly regarding efforts to realise these three conditions in real classroom teaching. Three potential implications for the study of communication strategies and six implications for teacher education to actualise the synthesis in practice are identified.

These implications are believed to strengthen the impact of the combination of language awareness and communication strategies in future studies. They are: a call for a balanced orientation between practical development and theoretical development in communication strategy studies, reconsideration of a broader theoretical framework of communication strategy studies, and a viewpoint of mutual significance of both lecturer and learners in stimulating the emergence of quality classroom communication strategies.

7.2.1 Implications for the study of communication strategies

At the onset of this study, priority was placed on the three roles of a language teacher (language analyst, teacher, and user) in maximising language awareness in which the role of a language user is highlighted. This study proposes that a synthesis of language awareness and communication strategies can potentially improve the quality of classroom oral discourse

because it ensures consistency between awareness and the teaching act in classroom teaching. The synthesis may also simultaneously improve lecturers and learners' communicative language ability, linguistic competence, and pedagogic skills instead of other interventions that concentrate merely on the other two roles such as by teaching advanced grammar exclusively in the role of language analyst and training generic teaching methods solely in the role of a language teacher.

Regarding the specific results, it can be summarised that the lecturers' communication strategies were predominantly used for filtering their own language productions for accuracy, the lecturers' rationales about teaching perspectives were not quite firm in using communication strategies, and there were perceptual mismatches between lecturers and learners regarding language learning and communication strategies.

All of these results generate the first implication: a call for an equal balance between theoretical development and practical development in communication strategy studies. It is undeniable that theoretical development in communication strategies studies has exceeded practical development on an empirical basis with regard to the nature and the rationales of communication strategies. Although the significance of theoretical development is acknowledged, it tends to be enmeshed with elusive and intangible indicators from the cognitive and psycholinguistic fields. This first implication is indicated by the following four arguments.

Firstly, there are three theoretical ways of teaching communication strategies (direct teaching, unteachability, and indirect teaching), which are positioned disproportionately. As a consequence, one perspective (direct teaching) outstrips the other two (indirect and unteachability) so that discussions such as ideal training or instruction for teaching communication strategies seem to be biased and go beyond what should be primarily investigated – that both teacher and learners gain benefit from the performed strategies in classroom teaching.

Secondly, some arguments in the theoretical teaching perspective are inadequately established from grounded data, but rely on a prominent theoretical basis. For example, direct teaching is promoted by strategy training that is adopted from the theory of learner with learning strategy (Dornyei, 1995; Rabab'ah, 2015) and such training is claimed to transfer practices in the classroom to real strategic performance leaning on the theory of speech performance (Levelt, 1992; Levelt, Roelofs, & Meyer, 1999).

Thirdly, prior communication strategy studies mostly adopt a deficiency orientation instead of a meaning negotiation orientation (see [2.2.2](#)). Consequently, direct teaching has been associated with an effort to deal with deficiency of target language production. As a result, priority is placed on learners with the assumption that a teacher/lecturer is not a deficient communicator in classroom teaching. However, when meaning negotiation orientation is used, both lecturer and learners benefit from the use of communication strategies for the enhancement of strategic competence that in turn improves communicative language ability. Even learners are regarded as an intellectual resource for communication breakdowns in meaning negotiation orientation.

Last but not least, the conceptual framework of communication strategies analysis seems to be rigid and isolated from other perspectives, negating the impact of sociocultural aspects on the phenomena of communication strategies. Presently, it seems that this stance is indefensible as there are numerous studies indicating the positive impact of sociocultural aspects on communication strategies such as learning contexts, gender, ages, and so forth (see [2.3.3.1](#)). All of these arguments motivated this study to suggest a more approachable theoretical framework of communication strategy studies with sociocultural dimensions.

Therefore, as the second implication, a broader framework is required for accommodating the influences of sociocultural dimensions on communication strategies. There are three arguments for this offered in this study. First, a communication strategy should be analysed as a social entity where its locus is not exclusively a user with human mental properties, but where its dialectic resources can be exploited in an error/breakdown. In this view, the analysis of communication strategies can be extended not only to the cognitive or psycholinguistic elements the user possesses, but also the social milieu of how such resources can be amplified for language learning.

In this regard, a lecturer is required to be responsive (via language awareness) to harnessing those resources via feedback provision, awareness-raising, conversational maintenance and a language system that can be taught or discussed in interaction. In this study, the lecturers seem not to have optimised the practical level of language awareness so they have not reached higher levels (practical, discursive, and critical level). The discursive level is the most accomplished level of language awareness at the classroom level with metalinguistic awareness, through which a lecturer is at the highest state of sensitivity to monitoring, modelling, and magnifying language awareness in classroom teaching. In this process, the re-

enactment of the language user experience is intensified by both social and educational objectives. In other words, the mutual purpose is to communicate, as well as to learn how to communicate ideally, in the target language, which can reasonably improve both communicative/language proficiency and linguistic competence simultaneously.

Second, the central contribution of experiential knowledge to the lecturers' beliefs underlying the strategies reveals an unequal parity between interacting knowledge bases such as experiential knowledge, scientific knowledge, practical/local knowledge in the lecturers. This study suggests that the core knowledge of language awareness should not rest exclusively on the lecturers' subject matter knowledge as the expert knowledge, which is more widely accepted as knowledge about linguistic properties/grammatical competence (Andrews, 2003). As this study has found that the lecturers' language development is a product of cultural mediation with sociocultural settings, a dynamic construction of core knowledge bases seems to be more realistic. This means that there is no static structure of knowledge bases in teacher cognition; its restructuring always depends upon situational needs and demands, which is undeniably more challenging for language teachers because it needs a lifetime learning process to develop these knowledge bases.

This also indicates that sharing knowledge between the lecturers' experiential knowledge and received/scientific knowledge (subject matter knowledge) seems not to be a smooth process in teacher education. It is recommended that teacher education take into account a mutual perception on any aspects of language teaching and learning, especially in advocating the use of communication strategies. This must commence with teacher/lecturer prior knowledge and such knowledge must be reproduced recursively with a strong basis of scientific knowledge in professional teaching experience and formal education (see next sub-section).

The third implication is the mutual importance of the roles of teacher/lecturer and learners in promoting the use of communication strategies for language learning, which has not been investigated thoroughly in past communication strategy studies. The focus in the past has always been on how to teach the strategies or how learners can adopt the strategies, whereas the current study looked at how to situate the transfer of the lecturers' communication strategies to become learners' learning strategies. Classroom setting/culture is regarded as a kind of sociocultural setting, which learning is mediated. When this potential can be maximised, learners can emulate the strategies. Therefore this strategy necessitates lecturer language awareness to fulfil this objective.

Both lecturer and learners must foster perceptual matches between the strategies and nurture classroom culture to promote the potential of communication strategies. It is evident that there are perceptual mismatches for learners towards lecturer communication strategies and classroom environment. It is apparent that the missing linkage is the affective element, which can be reinforced when a language awareness lecturer reaches a critical level. In many cases, such a robust affective element is not visualised as a positive learning environment, intrapersonal/interpersonal interaction, and error tolerance in classroom teaching so that the realisation seems to be quite challenging. The affective element of critical awareness is not only embodied in the classroom setting but also outside the classroom; a critical language awareness teacher is concerned about learners' level of language development, learners' learning environment (home situation/classroom situation), family supports, and other extensive matters related to learners' language learning.

Overall, these potential implications are essential for further analysis of language awareness in enacting the role of language analyst and of communication strategies in promoting the role of language user, particularly for future studies that consider sociocultural aspects of language teaching and learning.

The following section elaborates some implications of this study for teacher education.

7.2.2 Implications for teacher education

There are some potential implications resulting from this study in order to implement a synthesis between language awareness and communication strategies in classroom teaching, namely:

1. It is found that the lecturers are cognisant of their own language awareness on an individual level, but not at higher levels (practical, discursive and critical levels). This is indicated by the dominance of direct communication strategies that function to promote accuracy and message comprehensibility in the lecturers' language production in classroom oral discourse (see more in chapter IV and V). In response to this, teacher education must focus on the achievement of higher levels of language awareness that may foster reflective and critical sensitivity towards the language system in language use and teaching. For language learning, communication strategies are suggested via purposeful dialogic interactions or meaning-making. Teacher education must accentuate the notion that learning may have less potential

when learners do not notice negative evidence in the form of corrective feedback, awareness-raising, and conversational maintenance used when reacting to errors or communication breakdowns.

2. Promoting a synthesis between language awareness and communication strategies is more challenging and even more necessary than the communicative approach. It is not simply talking about language, but how to build a mental awareness for learners to be reflective and critical towards the language system in their own language learning. It is not solely about the number of classroom interactions, nor the use of target language in classroom. But, it must be contingent upon a language function combining language teaching (knowledge about language/subject matter knowledge) and language use (language performance/communicative language ability) at the same time. It is not merely a common relationship between lecturers and learners; rather a shared perceptual, emotional, and social understanding on the basis of intersubjective understanding in the form of teacher assistance and intrapersonal/interpersonal interaction.
3. The lecturers' beliefs underpinning the communication strategies are not yet decisive. This means that the rationales of using the strategies do not emanate from specific teaching perspectives indicated by none of salient theoretical teaching perspectives (direct/indirect/unteachability) emerging in elicited awareness and pedagogic functions. In other words, the rationales originate from the lecturers' experiential knowledge – the construction of knowledge by perceptions, not from received knowledge gained from professional teacher education. If a combination of experiential knowledge and received/scientific knowledge is fully understood in teacher education, a lecturer/teacher becomes aware of the complementary roles of both experiential and received knowledge. Both language awareness and communication strategies can potentially transform experiential knowledge of teachers to become received (expert) knowledge in teacher cognition. Teacher education must take into account experiential knowledge in the first stage in increasing language awareness and promoting communication strategies. Such teacher education can start with reflective practice involving a self-imaging experience as a learner as well as a teacher regarding decision making in classroom teaching (what aspects to teach, when to give correction, how to assist learners, etc). Then, such a reflection could proceed to discussion in scientific/professional learning communities referring to research studies about English language teaching and

learning, which can be facilitated by teacher educators. These learning communities could be centred at legitimising the discussion of experiential knowledge to be aligned with received (expert) knowledge from prominent research studies. Upon completion of discussion, the learning communities must sustain long-term situated learning via narratives in written forms, group work, sharing experience in social media, and the like with the expectation of an organised evolution of lecturers' language awareness and communication strategies.

4. The reinforcement of experiential and received knowledge in teacher education could then be harmonised with the role of implicit and explicit learning in classroom oral discourse. The former is related to how language performance promotes learning, whereas the latter is how to learn knowledge about language. Implicit learning can be strengthened by heightened language awareness and communication strategies when corrective feedback and teacher assistance are available and noticeable. The nuance of learning via experience can be amplified this way. Then, explicit learning is taught when selected language items are regarded as crucial and reflected to upgrade received knowledge. Both implicit and explicit learning interact with each other as experiential knowledge transforms to being received knowledge or vice versa.
5. The level of language awareness is not only pertinent to the cognitive and practical element of teaching but also the affective element or emotional element (Swain, 2013). Once the awareness reaches a critical level, a teacher/lecturer has a deep understanding of the complex situation of learners. Therefore, establishing a supportive socially-situated learning in classroom culture is essential for learners. The embodiment of classroom culture indeed requires a transformative change in the lecturer from mindset/perception to the act of teaching in classroom. When the change has been bound interpersonally, learners will feel they are fully mediated in the learning process. This will alleviate any perceptual mismatches between a lecturer and learners.
6. Overall, it seems that the interface between language awareness and communication strategies has three requirements for an ideal classroom teaching –experiential, analytical, and critical. Experiential means that learning must accentuate experiencing how to use the target language: not only offer opportunities for practicing the function of language, but also opportunities for organising and designing the ideas of language expression purposefully via interactional awareness. Analytical means that learning must involve received/scientific knowledge where there is some knowledge

(in particular subject matter knowledge) that must be learned explicitly. Learning the language system of the target language is compulsory and the mastery of the knowledge will reinforce the foundation of language skills in real communication. Reflection on the language system must be encouraged after a learner has learned the working language system. Critical means that all of these processes end up with a higher critical language sense in learners. Critical starts from a lecturer with more sensitivity towards learners' sociocultural aspects. The aspects include understanding learners' learning environment, identity, socioeconomic status, and so forth. These aspects will nurture sympathy for learners' language learning. Such sympathy can be embodied in a supportive classroom with teacher assistance in the form of communication strategies so that a learner is aware of restructuring and evaluating his own language ability independently.

7.3 Future Studies in language awareness and communication strategies

There are three recommendations for future studies of a synthesis between language awareness and communication strategies via the perspective of sociocultural theory:, namely prospective extending to ontogenetic level, extending the empirical database, and covering critical language awareness.

First, the current study has included sociocultural aspects in analysing communication strategies at the micro genetic level or the relationship between the lecturers' instructional practices and the lecturers' rationales from individual historic language development, which still can be extended to the ontogenetic level or when a lecturer is aware of his/her own idiosyncratic learning development towards instructional practice. Instructional practice could even be changed in other shared linguistic codes such as academic writing or a particular genre of writing. Indeed, it needs a medium, for which narrative is the best way to capture past experience within a larger case study.

Second, the demand for inclusion of sociocultural aspects into studies of communication studies must be followed by extending the database of where a study is conducted. It seems to be half-hearted to adopt meaning negotiation orientation in analysing a communication strategy in just an English as a Foreign Language (EFL) context. In fact, there are two other contexts that must be taken into account: English as a Lingua Franca and World Englishes. It is hoped that prospective studies of communication strategies in these two contexts will

enrich the current debates because the use of language is believed to negotiate meaning and to communicate purposefully regardless of the level of proficiency of users.

Third, the study of language awareness should not stop at the level of classroom. As discussed above, the highest level of language awareness is critical language awareness. The critical level requires a lecturer to be more sensitive to the broader influence of sociocultural dimensions of learners' language learning, which is inadequate regarding metalinguistic awareness and the affective element to boost learning. It requires more efforts in analysing factors that may encourage/discourage learning in larger sociocultural settings. For example, how a lecturer/school can promote English use at home level, how parents may contribute into learners' language learning, or even clubs at universities and other places to facilitate learners' language learning.

A synthesis of language awareness and communication strategies is actually not only intended to improve teacher education, but also has great potential to be extended to maximising a role of language in human life.

7.4 Concluding Statement

It is a truism that increasing teacher language awareness is a long-term educational process, and should not be considered as a shortcut to improve classroom oral discourse in this study. It is also decidedly challenging to instil communication strategies into repertoires so that a teacher is fully aware of exploiting his/her language use for language teaching. Nevertheless, both of these constructs have a high potential for Non-Native English Speaker Teachers who have dedicated themselves to varied sociocultural and contextual teaching contexts, where the contexts might be far from ideal settings.

Such varieties of contexts lead this study to incorporate the sociocultural theory with the expectation that this study could be realistically applied on site. It is evident that lecturer language development, teaching experience, professional teacher education have moulded the nature of communication strategies, the beliefs underlying the strategies, and the learner perception toward language learning and the strategies. This study resulted in findings to facilitate the synthesis of language awareness and communication strategies which can provide one of the solutions for improved English as Foreign Language (EFL) teaching in Aceh Province, Indonesia.

APPENDICES

Appendix 1: Taxonomy of Communication Strategies

Name	Description	Examples
A. Direct Strategies		
<i>Resource deficit-related strategies</i>		
1. Message abandonment	Leaving a message unfinished.	It is a person er...who is responsible for a house, for the block of house....I don't know [laughter]
2. Message reduction/Topic Avoidance	Reducing the message by avoiding certain language structures or topics	[Retrospective comment] I was looking for "satisfied with a good job, pleasantly tired" and so on. But instead I accepted less.
3. Message replacement	Substituting the original message with a new one	[Retrospective comment] I actually wanted to say "the screw thread was broken" but I did not insert "screw thread" so I said "the pipe was broken in the middle"
4. Circumlocution/Paraphrase	Exemplifying, illustrating or describing the properties of target object/action	"It becomes water" instead of "melt"
5. Approximation	Using a single alternative lexical item such as superordinate or a related term	"Plate" instead of "Bowl"
6. Use of all-purpose words	The overuse of "thing", "stuff", "make", "do", and so forth	"I can't work until you repair my ...thing"
7. Word coinage	Creating a non-existing L2 word by applying a supposed L2 rule to an existing L2 word.	"readable" instead of "legible"
8. Restructuring	Abandoning the execution of verbal plan and using the alternative plan	"On Mickey's face we can see the... so he's he's he's wondering"
9. Literal translation	Translating literally a lexical item, an idiom, a compound word or structure from L1 to L2	"We go by walking" (From Bahasa) instead of "We go on foot".
10. Foreignizing	Using a L1 by adjusting it to L2 phonology	"Reparate" (adjusting the German word 'reparieren') instead of "Repair"
11. Code switching	Switching language from L1 to L2 or vice versa	
12. Use of similar-sounding words	Compensating for a lexical item whose form the speaker is unsure of with a word (existing or non-existing) which sounds more or less like the target item	"Cap" instead of "Pan". [Retrospective Comment] Because it was similar to the word which I wanted to say (pan).
13. Mumbling	Muttering inaudibly a word or part of a word	"And uh well Mickey Mouse looks surprise or sort of hhhmmmm...."
14. Omission	Leaving a gap when not knowing a word and carrying on as if it had been said.	"then...er...the sun is..is.the sun is...and Mickey Mouse [Retrospective comment] I could not

		find the word “shine”.
15. Retrieval	In an attempt to retrieve a lexical item after saying a series of incomplete and wrong forms before reaching the optimal form	“It is a brake er...it is broken..broked..broke”
16. Mime	Paralinguistic strategies such as describing a concept non-verbally or accompanying a verbal strategy with visual illustration.	
<i>Own-performance problem-related strategies</i>		
17. Self-Rephrasing	Repeating a term but not quite as it is, but by adding something or using paraphrase	“I do not know the material...what it is made of....”
18. Self-Repair	Making self-initiated corrections in one’s own speech	“then the sun shines and the weather get be...gets better”
<i>Other-performance problem-related strategies</i>		
19. Other repair	Correcting something in the interlocutor’s speech	Speaker : “because our tip went wrong”. Interlocutor : “Oh you mean tap”.
B. Interactional Strategies		
<i>Resource deficit-related strategies</i>		
20. Appeals for help	Turning to the interlocutor for assistance by asking an implicit/explicit question	“I don’t know the name
<i>Own-performance problem-related strategies</i>		
21. Comprehension check	Asking questions to check that the interlocutor can follow you	“And what is the diameter of the pipe? The diameter. Do you know what the diameter is ?”
22. Own-Accuracy Check	Checking that what you said was correct by asking a concrete question or repeating a word with question intonation.	“I can see a huge snow.....snowman ? snowman in the garden.
<i>Other-performance problem-related strategies</i>		
23. Asking for repetition	Requesting repetition	“What?” or “Pardon?”
24. Asking for clarification	Requesting explanation of an unfamiliar meaning structure	“What do you mean?” or “You saw what?”
25. Asking for confirmation	Requesting confirmation that one heard or understood something correctly	“You said.....?” or “You mean.....?”
26. Guessing	Request confirmation on real indecision	“Oh, it is then not the washing machine. Is it a sink?”
27. Expressing non-understanding	Expressing that one did not understand something properly either verbally or non-verbally	“I do not know this thing”
28. Interpretive summary	Extended paraphrase of the interlocutor’s message to check that the speaker has understood correctly	“So the pipe is broken, basically and you do not know what to do with it, right?”

29. Responses	Repeating the original trigger or doing the suggested corrected form (after an other-repair)	
C. Indirect Strategies		
<i>Processing time pressure-related strategies</i>		
30. Use of fillers	Using gambits to fill pauses, to stall and to gain time in order to keep the communication channel open and maintain discourse at times of difficulty	“well”, “actually”, “you know”, and so on.
31. Repetitions	Repeating a word or a string of words immediately after they were said	“which was made, which was made...”
<i>Own-performance problem-related strategies</i>		
32. Verbal strategy markers	Using verbal marking phrases before or after a strategy to signal that the word or structure does not carry the intended meaning perfectly in the L2 code	“I don’t really know what is it called in English”
<i>Other-performance problem-related strategies</i>		
33. Feigning understanding	Making an attempt to carry on the conversation in spite of not understanding something by pretending to understand	“Do you have a rubber washer?...No, I don’t “ [I did not know the meaning of the word].

NB. Adopted from Dornyei and Scott (1997)

Appendix 2: Convention of Conversation Analysis Transcription

SYMBOL	DESCRIPTION
A. Identity of Speakers	
Dan:	Pseudonym of an identified participant
?:	Unidentified participant
He Hua:	He Hua is the speaker
PP:	Several or all participants talking simultaneously
B. Simultaneous Utterances	
Dan: [yes He Hua: [yeh	Simultaneously and overlapping talk by two or more speakers
C. Contiguous Utterances	
=	There is no gap at all between two turns
D. Intervals within and between turns	
(1.0)	A pause of one second
E. Characteristics of speech delivery	

?	Rising intonation
!	Strong emphasis with falling intonation
Yes.	A period indicates falling/final intonation
So,	A comma indicates low- rising intonation suggesting continuation
Descr↑iptio↓n	An upward arrow denotes marked rising shift in intonation, while a downward arrow denotes a marked falling shift in intonation
Go:::d	One or more colons indicate lengthening of the preceding sound; each additional colon represents a lengthening of one beat
No-	An abrupt cut- off, with level pitch
<u>Because</u>	Marked stress
SYLVIA	Aloud voice
SYLVIA	Intermedia voice
Sylvia	Normal volume
° Sylvia °	Decreased volume or whispering
> the next thing <	Speeding up
< the last thing >	Slowing down
F. Commentary in transcripts	
((Coughs))	Verbal description of actions noted in the transcript
((Unintelligible))	Unintelligible to analyst
...(radio)	Unclear or probable item
G. Other transcription symbols	
/	Phonetic transcription
➔	To draw attention that an analyst wishes to discuss
...	Ellipsis
(())	A researcher's comments
<i>Aduuh</i>	Non-English Speech
(x)	Unclear word

NB. Adopted from Markee (2015)

Appendix 3: Semi-Structured Observation Instrument

Taxonomy of CS	Frequency (/)	Minutes (1.0)	Description / Field Notes
Message abandonment			
Message reduction/Topic Avoidance			
Message replacement			
Circumlocution/Paraphrase			
Approximation			
Use of all-purpose words			
Word coinage			
Restructuring			
Literal translation			
Foreignizing			
Code switching			
Use of similar-sounding words			
Mumbling			
Omission			
Retrieval			
Mime			
Self-Rephrasing			

Self-Repair			
Other repair			
Appeals for help			
Comprehension check			
Own-Accuracy Check			
Asking for repetition			
Asking for clarification			
Asking for confirmation			
Guessing			
Expressing non-understanding			
Interpretive summary			
Responses			
Use of fillers			
Repetitions			
Verbal strategy markers			
Feigning understanding			

Appendix 4: Example of Communication Strategies' Episode

A. Unanticipated Communication Breakdowns

1. T: What is the occupation of the lady in the picture? ((pointing to a student))
- 2. S1: (2.0) err...err... a nurse perhaps
3. T: = Any other i↑deas?
4. S2: She can be a care taker because she cares after the elderly at home.
5. T: = A carer is the best answer

NB. Communication Breakdown is encountered on line 2. But it was not assisted by the teacher.

B. Communication Strategies with feedback and scaffolding

1. T: What is the occupation of the lady in the picture? ((pointing to a student))
- 2. S1: (2.0) err...err.....I do not know the name...err..nu::s ((appeal for help))
3. T: = nurse....((recast))
4. S1: yeahhhh
- 5. T: hmmm...can be (4.0) Why do you think so? ((asking for clarification))
6. S1: She helps the...the... old man
- 7. T: (3.0) ok. At home or hospital ? ((recruitment))
8. S1: I gue::s at home, ohhh..she is not a nurse...she is a care taker.
- 9. T: Care taker is a person who manages a building/house ((reduction of freedom))
10. S1: yeahhh...so she can be >a orderlies<
- 11. T: = well. Bear in mind the context and what she does! ((direction maintenance))
12. S1: I se::e. She helps the er.... el:[derly all the time at home
13. T: [elderly
14. S1: (2.0) I think she is a carer.

NB. Dialogue remains continuous due to a recast on line 3 and the breakdown on line 2 is solved by *Appeal for Help* of the learner (S1). Between line 4 and 5, conversational maintenance is present. *Asking for Clarification* of the teacher is found on line 5 proceeding to meaningful interaction. Teacher assistance (scaffolding) works on line 7, 9, and 11.

Appendix 5: Research protocol of Stimulated Recall Method

This research protocol is designed for a researcher who conducts both interaction and the stimulated recall simultaneously.

A. Some points to take into account for the researcher and participants:

1. Give a consent form and let them read it before signing it off.
2. Provide instructions to participants regarding the procedure of stimulated recall.

What we are going to do is to watch the stimulated video. We can see what you were doing in your teaching, but we do not know what you were thinking. So, tell me what you were thinking!

3. Ensure the stimulated video and digital voice recorders ready at the outset.
4. Tell and repeat the information about the shared-role of controlling the stimulated video.

When you want to say something, both you and I may control the stimulated video. Just pause/stop the video when you remember thinking anything!

5. Manage time judiciously in each phase of the Stimulated Recall.
6. Both the researcher and the participant are allowed to controlling the video.
7. The researcher has no right to interruption during the participants' recalls.
8. The researcher is not allowed to give any reactions or backchannelling cues.
9. The researcher is not allowed to force the participants when they do not remember.

I was wondering if I could ask you something? I am just curious about it.

B. The researcher asks for these general questions before watching the video (1st phase):

1st Stimulated Recall:

1. Why are you interested in learning and teaching English?
2. What level of English proficiency is required for your English teaching context?

2nd Stimulated Recall:

1. What is your view about learners' error/breakdown in classroom interaction?
2. How do you improve/maintain your teaching quality as a professional NNEST?

C. The researcher sticks to the following questions during the recall (2nd phase):

1. What were you thinking at this point?
2. Can you tell me what you were thinking at that point?
3. I see you gave a question to your student, what were you thinking?
4. Do you remember what were you thinking when the students answered the question?
5. Do you remember thinking anything when you did that action?

D. Once the participant quits recalling, the researcher continues probing and validation in the final phase. The researcher may ask some questions arising from the recall of the participant (3rd phase).

E. In the end, finalising the stimulated recall and expressing thanks to the participant.

Appendix 6: Script of Focus Group Discussion

Welcoming and greeting the participants:

Welcome and good afternoon to everyone who has been willing to be participants in this study. This activity is a series of data collection in a study entitled “English language lecturers’ communication strategies: A case study in Aceh, Indonesia”. The aim of this focus group is to uncover students’ perceptions on classroom communication strategies for language learning.

(Selamat datang dan sore bagi semua yang bersedia menjadi partisipan di penelitian ini. Kegiatan ini merupakan sebuah rangkaian dari pengumpulan data pada sebuah studi berjudul “English language lecturers’ communication strategies: A case study in Aceh, Indonesia”. Tujuan dari fokus grup adalah untuk memperoleh persepsi pembelajar pada strategi komunikasi terhadap pembelajaran bahasa)

Starting the Focus Group:

Bear in mind that this is not an examination. So, we expect truthfulness from your opinion in this process. I will ask each of you two similar questions. Beforehand, I will give you examples of classroom communication strategies. The second question is given when all of you have answered the first question alternately. Here are the following questions:

(Mohon dapat dipahami bahwa ini bukanlah sebuah ujian. Jadi kami berharap jawaban yang sebenar-benarnya dari opini anda dalam proses ini. Saya akan menanyakan setiap dari anda dua pertanyaan yang sama. Sebelumnya, saya akan memberikan contoh – contoh strategi komunikasi dalam kelas. Pertanyaan kedua akan diberikan ketika semua sudah menjawab pertanyaan pertama secara bergantian. Berikut pertanyaannya:)

1. Imagine the most accomplished language teachers, what communication strategies do they use to assist your language learning?

(Bayangkan guru bahasa yang paling ideal, strategi komunikasi apa yang mereka gunakan untuk membantu pembelajaran bahasa anda?)

2. Imagine the least accomplished language teachers, what communication strategies do they use to assist your language learning?

(Bayangkan guru bahasa yang tidak ideal, strategi komunikasi apa yang mereka gunakan untuk membantu pembelajaran bahasa anda?)

Pre-closing the Focus Group:

Is there any information that you would like to add about your language classroom?

(Apakah ada informasi yang ingin anda tambahkan tentang kelas anda ?)

Closing the Focus Group:

Thank you very much for your time and valuable input. Wish you all the best in your study. (Terima kasih banyak atas waktu dan jawaban yang berharga. Semoga anda semua sukses di studi anda).

Focus Group on Participant A's Students

Interviewer : 21st November 2015, at 11:25. I am welcoming and greeting the participant. Welcome and good afternoon everyone who has been willing to be participants in this study. This activity is a series of data collection in study entitled, "English Language Learners Lecturers Communication Strategies, A Case Study in Aceh, Indonesia". The aim of this focus groups is to uncover students' perceptions on classroom communication strategies for language learning, we will have it... the conver... aaa... the interview in Bahasa Indonesia. You can use it in English. You can code-switching so it depends on your... aaa... capacity in English. Please understand that this is not an exam. So we hope that the answers will honestly be from your opinions in this process. I will ask each of you two same questions. Before that, I will give you some examples of communication strategies in the class. I have conveyed the case before these recorders were started. The second question will be asked after all of you have answered the first question in turn. These are the questions:

To the first student : Imagine the most ideal language teacher, what communication strategy that they use to assist your language learning?

Subject 1 : In my opinion, mimic is the most helpful assistance because when the existence of the mimic even aaa... the face does not show that they intimidate us. That is my opinion so I will be more confident to speak up and be braver to talk. Like that. And also, the lecturers who always assist when I am haltingly speak, that is also very helpful. For example, when I am nervous, then the lecturer aaa... help me to give more vocabularies which are unfamiliar to me. That is my opinion.

Interviewer : Assisting the vocabularies which are unfamiliar for you, in your opinion, how to do that? Would you please describe such process that has been done?

Subject 1 : Aaa... for example, I want to say something in... I know how to say it in Indonesia but I can't say it in English. Then, the lecturer let me know so I will hear, "Nah, yes, that's what I mean". Like that.

Interviewer : The process to let you know it, did it actually stop? Or how? Did you remember the process? When the lecturer did the assistance.

Subject 1 : It usually happened when I totally stopped and stucked at that time, in order to make me not to feel drop. In fact, I did not feel cold sweating. Right after that I got the assistance. At that time, I feel really happy.

Interviewer : Were you given the vocabs? Or how?

Subject 1 : They triggered by something. By that word so I can feel like, owh I am recalling it. Yah.

Interviewer : Would you like to add something more?

Subject 1 : Aaa... I think that was the most memorable one.

Interviewer : Please, the second student.

Subject 2 : In my opinion, teachers... the ideal teachers is just like what the previous subject said. Umm... I prioritize atmosphere of the class. Fun atmosphere and we don't feel oppressed. Umm... then, if... for example, umm... and the most important thing is actually the lectures who don't not underestimate the ability of their students. Umm... in case, the students have something in their mind, supposedly the lectures give suggestions, explain again umm... not acting like, "why can't you do this? How long it was since the first time you took this? What semester are you right now? That's it.

Interviewer : Alright. The real form of assisting. You have mentioned just now is the form which should be done, right? But the real form that you have experienced and happened which process is helping you and the form of communication strategy for example. Has it happened to you?

Subject 2 : The good or the bad one, sir?

Interviewer : You can mention either the good or the bad one.

Subject 2 : For example, when we are lack of knowledge, the lecturer will ask again, "which part do you not understand?". Right after we answer something the lecturer will explain again that thing which we do not understand.

Interviewer : Explaining again.

Subject 2 : Explaining again.

Interviewer : Do you remember what communication strategy that the lecturer use when he/she use the explaining-again strategy? Is he/she repeating all the sentences?

Subject 2 : The better communication strategy is trigger. In case, we forgot. First, the lecturer should check the students how much they do not understand the material. If it happened to be overall material, it is better for the lecturer to explain it all again. But if it is... umm... so the first thing is to check, sir. To check. If it happens to just some parts of the material, the teacher does not have to explain the whole material.

Interviewer : To check. To check your comprehension or...?

Subject 2 : The comprehension first.

Interviewer : Comprehension check? So after that the teacher should explain again?

Subject 2 : Iya.

Interviewer : The bad one?

Subject 2 : Hum?

Interviewer : The bad one?

Subject 2 : The bad one.

Interviewer : That you have really experienced, ok?

Subject 2 : Ya, umm... for instance, the grammar and structure.

Interviewer : Ya, it should be related to communication, ok.

Subject 2 : Communication. Communicating, umm... (Chuckle).

Interviewer : Has it happened? For example, umm...

Subject 2 : Oh, yes it has. For instance, when the teacher asked a question, and it is answered by a student, but he used incomprehensible vocabs. So the teacher was mocking. "What's that? What do you mean by that?", like that. It happened.

Interviewer : Next, the third student. The same questions.

Subject 3 : In my opinion, the most ideal one is teachers or lectures who use the response and repetition strategies because I myself am included into a category of students who can slowly process a particular subject, especially grammar. So if there is a lecturer who uses aaa... repetition strategy after he/she explains to the students, she will again ask, "Do you understand? Or can I repeat?". So If he/she wants to repeat with pleasure, automatically we, students who are like me, lack of this ability can be more understand and respond, that isthe most important thing for teachers, I think because the students, especially English students, we are verbal, have a verbal role, so we have to speak up, required to be able to master the foreign language verbally. And if, fox example, the teacher don't trigger us to speak up, he/she only give less response, maybe the teacher do more silence than the students so how the students can feel motivated. So I can conclude that the response is the most important thing from the teacher.

Interviewer : Positive or respond umm...?

Subject 3 : Towards all, towards ya, responsive. It can be both from the lesson, material and from just a simple greeting to trigger us to speak up maximally.

Interviewer : From your experience, umm... what is the most dominant verbal communication strategy which possessed by the teacher who has taught you?

Subject 3 : Interpretive summary.

- Interviewer : Interpretive summary.
- Subject 3 : Because as much as we know, students who have average level of language ability, so maybe the students give response to the teacher with unclear words just like the explanation before so umm... if the teacher give interpretive summary, the students will feel like, "Owh, it's like that."
- Interviewer : For other students?
- Subject 3 : Will be more comprehensible. The other students can also understand it easily.
- Interviewer : Thank you. Alright, the fourth student.
- Subject 4 : Umm... in my humble opinion, the code-switching is the most important communication strategy because especially English, English as EFL not ESL, so sometimes we encounter a context or word which umm... does not exist or does not seem to be fit to be translated directly to Bahasa Indonesia. Because there is, maybe, it is influenced by cultural element, so sometimes teachers umm... to emphasize understanding more, it is better to deliver in mixing languages. There are words umm... said in English but emphasize more Bahasa umm... native language.
- Interviewer : Bahasa Indonesia?
- Subject 4 : Ya.
- Interviewer : In our context. Ok. There are some people who consider code switching and code mixing require certain abilities so that the teachers should also have such abilities to do code switching. Based on you understanding, have you found the ideal person... to do code switching at campus?
- Subject 4 : Yes, I have ...I get assistance from such switching. The response should be in English even though the question given uses Bahasa Indonesia. It is insufficient in Bahasa Indonesia, maybe the lecturer thinks students need both exposure of English and Bahasa Indonesia.
- Interviewer : The fifth student. Still with the same question, who is the most ideal person to do communication strategy?
- Subject 5 : Umm... for me, the most effective one is by applying English as frequent as possible in classes because you know, we're in the University not in High School but in Indonesia basically most students, they started to learn English when they were in Middle School and stuff so for me, if we... code switching is a good idea but umm... we're learning foreign language so we have to get habitually trained, verbally hearing and listening in English but umm... the idea comes is better if we have umm... foreign lecturers umm... but maybe it's hard, you know, we're in the University so my point is like we as an

Indonesian, we can actually umm, you know, like not imitate but umm... work ourselves as a foreign speaker, for example, we can use English everyday without code switching with native language. Umm... but we take a pace not just speak umm... rapidly without any pace which is umm... so we can train the students in classes. I think that's the most effective way to improve our English.

Interviewer : So which strategies do you think is most encouraging to the students by lecturer?

Subject 5 : By lecturer is umm...

Interviewer : Because... because you just said that code switching is important and umm... students are recommended to use English umm... keep in your mind that not all communication strategies are using native language or local language. They can use ow... they can be applied by English also for example like comprehension, for example when the lecturers may ask again to the students by English. Based on your experience, which communication strategies do you think useful for your own case?

Subject 5 : For my own, it's umm... ya, like comprehension check. Also asking their opinions, umm... towards the comprehension itself, for example, I just ask, "do you understand?", and they say "yes". The.. the teacher actually should re-require students, "what do you understand?"but they have to respond it in English so whe.. when, you know, when you speak more English, you become aaa... for example, you become accustomed to the language, you just... you just gonna get it out from yourself like umm... instantly not you gonna think I am gonna make a mistake in grammar. But just train yourself to speak as much as possible. So if the lecturer in classes start to... to code switching too much, it's not gonna help. I mean, like we see this day, most students, they know language, but they... they have like a serious problem in verbally, you know. So I think that's umm... that's my opinion. Umm... you have to speak more in classes.

Interviewer : Very... very interesting again, in your case. Let's say students are very eager to speak English, to use English verbally. Again, the lecturers may want to accommodate the breakdowns or the errors the learners make for example when the learners make errors and the lecturers start to... to revise, to do correction so that the complication doesn't run ideally because of too many errors and too much correction so did you find that case in your...

Subject 5 : Ya, a lot umm but umm... for a personal advice, you know, when you speak, for example, you start to speak English. You are not gonna speak it perfectly but the more you speak, the more you're gonna realize you make a mistake and the more you are gonna try to prove yourself to be better for example, sometimes you know, you know how to speak in English like me I know but

I'm not perfectly especially grammatically correct but the more I train myself to speak the more... and... and to see the lecturer, you know, when you speak and the lecturer is speaking, of course it's perfect. Like they speak better than me so you know, when you see like some... some lecturers they rephrase your... your argument, they rephrase, "Oh, this is what you mean". Like... like the example you did. So that's how you learn... umm... that's how you learn to correct your... your statement. I believe so this... this is very important

Interviewer : So you see, you see that lecturers in your university right now are accommodating. They... they are accepting learners' errors.

Subject 5 : Some, they are accepting, some, they more like underestimate students.

Interviewer : Underestimate.

Subject 5 : Like stated before. So you know, sometimes it's really... I am not really confident when the lecturer try to correct my... my statement, I mean, yes you can correct my statement if you don't get the understanding but you don't have to correct my grammar. Just... just... you know, students can learn by themselves. You know, in this class, it's verbal not a task in the paper that you have to correct the grammar. You just... you just restate the statement to make everybody else understanding. Not to say, "Why are you saying that? you're grammar is bad". No you don't have to mention that. Just restate it.

Interviewer : So, can I say that umm... it's much better the lecturers correct your content instead of your grammar.

Subject 5 : No, they mostly correct my grammar.

Interviewer : Ow.

Subject 5 : Ya, umm... but umm... but in the experience with native speaker lecturer, they... they more like to, ya... like....

Interviewer : They never care you grammar.

Subject 5 : They never care it because you know, ya, they just try to increase...

Interviewer : Your idea.

Subject 5 : Ok.

Interviewer : Thank you very much. Ok. Now, now we come back to the second question. The second question is imagine language teachers who are not ideal, what communication strategy do they use to assist your language learning? I am not.... (Unclear voice). ...name will be better. Thank you. Please.

Subject 1 : In my opinion, we have this kind of lecturer, based on my experience. And it's umm... in my opinion, the communication strategy is not helping in my lesson whatsoever. So I have to... I encourage myself to learn that, not because of the lecturer, I become motivated with his/her lesson.

Interviewer : Recalling or are you possibly having a trauma in communication?

Subject 1 : Traumatic sir, deeply traumatic sir.

Interviewer : Can you tell me a little bit, how was the process?

Subject 1 : We were really discouraged. The lecturer asked something,

Interviewer : Was the method uncooperative?

Subject 1 : Yes sir, it was less cooperative. The lecturer asked, we tried to answer, the lecturer said our answer was wrong, we try to not to answer, the lecturer said our action was wrong, more wrong. So we answered correctly, the lecturer try to find wrong things in our correct answer. So, we don't know what to do, sir.

Interviewer : You don't know what to do. (Chuckle).

Subject 1 : Awry, sir.

Interviewer : So what are you usually trying to do with someone who has... a little... a little, I can say that they have a little concern with their communication strategies, or how?

Subject 1 : Maybe because... I don't understand why the lecturer like that. But maybe the lecturer rarely study about the strategy how to make the students confident, maybe. That's is my opinion.

Interviewer : But in your opinion, it was more to umm... inductive leaning environment than communication strategy.

Subject 1 : Maybe.

Interviewer : That aspect first, and then communication strategy.

Subject 1 : Ya, the important thing is to make the students comfortable, so that the knowledge would be perceived better. I think the communication from the lecturer should be positive in order to make the students calm or motivated to study.

Interviewer : Did the lecturer have an excellent fluency in English?

Subject 1 : Mostly mumbling and filler. Maybe because the age factor, it's only my guess, sir. But it felt a little hot because the lecturer used high intonation, sir. It looks like the lecturer always mad. We then feel reluctant and intimidated.

- Interviewer : Thank you. Second question to the second students.
- Subject 1 : Umm... I think there is someone who is not ideal being a lecturer. The qualification of a lecturers is indeed high so that they can be lecturers. Sometimes there are some lecturers who consider that as a reason if they are coming to the class, they will directly judge themselves that they are the most superior in the class. So umm... no students is more superior than them because she has been through many things to be a lecturer therefore they think that I am the most superior here, so I hold the highest power. So... umm... because of that kind of mindset, sometimes there are some thing. The era is naturally evolved, right, sometimes, some lessons are influenced by modern aspect and sometimes some students know more about, fox example, slang languages or new phrases so sometimes there are some lecturers who feel that they does not need to be corrected and umm... if a student is brave enough to try to correct them, that will trigger the cold war.
- Interviewer : Ok. Alright, I think that the discussion is enough, we continue to personality. By putting aside the personality, for example, putting aside the personality of the person that you were just talking about, how is the communication strategy that they are using? Are they actually master English well? Or maybe the communication strategy is not helping at all. Can you describe more about that?
- Subject 2 : I think the communication strategy is actually good. But in my opinion, umm... they are fluent indeed but not trying to be cocky, but sometimes, bounded by book, the book language. So sometimes it is not flexible. We, students, have some other resources. We are still young so maybe we umm... understand some more language from films or music and those things are contrary to their language which is only from the book.
- Interviewer : So I can say that you are the “street” learners while they are the “book” learners.
- Subject 2 : You could say that, ok.
- Interviewer : Ok. Umm... (Unclear voice). So the potential should be more than that. The one that you have just delivered, for example, the fluency.
- Subject 2 : Ya, it can be more than that.
- Interviewer : Can be more than that. Can you describe a little about it? And what kind of communication strategy that they can use at the situation?
- Subject 2 : Stud...
- Interviewer : (Unclear voice).
- Subject 2 : Umm... how should I say this...

Interviewer : The “enough” is like what? How far is the “enough”?

Subject 2 : Umm... enough means that when we were given the materials, we read it together, umm... after we get the definition from reading the book umm... they explain further with their own language. So I think that is a good communication strategy. Umm... after that, there are some question-answer session, a comprehension from the students themselves. That’s it.

Interviewer : Has it ever helped you in assisting... or your friends in communication? I mean whether the communication is lecturing or individually?

Subject 2 : Lecturing.

Interviewer : Ow, lecturing.

Subject 2 : But sometimes, individually, and also using interpretive summary. And the way to trigger the students’ verbal communications is also good with, “what do you mean by that? Can you explain again? I think that’s good.

Interviewer : Then, what is the thing that you don’t like about the lecturer’s communication strategy? It is again by putting aside the personality, ok.

Subject 2 : Ok. Use of filler.

Interviewer : Use of filler. So much?

Subject 2 : So much.

Interviewer : You said first the he/she is fluent? How?

Subject 2 : The fluency is like...

Interviewer : I mean so I doesn’t show any...

Subject 2 : Contrast.

Interviewer : (Unclear voice). But there are fillers.

Subject 2 : The fluency is not the fluency that... umm... sometimes the fluency is good, but some other times, the lecturer needs time to recall, recalling first.

Interviewer : That’s all?

Subject 2 : Yes.

Interviewer : Thank you. The third student. Please, the one that’s not ideal.

Subject 3 : One of the teaching strategies that is not ideal, maybe from the lecturer who I have been spotting, first mumbling and three... mumbling, literal translation and use of filler. The most often one is the use of filler like my friends said

before. That is the most common one. Second, mumbling and third, literal translation because...

Interviewer : Why, in your point of view, did that happen?

Subject 3 : There are lecturers who use literal translation. I have personally experienced that. (Unclear voice). For example, when the lecturer gave a passage, a text, he/she translated that literally. There are some words translated based on his/her knowledge, from the book. And maybe some of us actually umm... learn something outside the class, some of us have known some new words like what my friends have explained before umm... there are some new words to translate that but he/she wanted to translated in his/her own way. So sometimes the students are forced with the limitation of knowledge, we cannot express any other ways. Maybe there will be some understandings that the students understand it like that, that is what we fear to happen. The mumbling may not come from the mistake of his/her fluency, maybe the material was not well prepared. Or maybe the lecturer was mistaken, today maybe with certain material but the students said that it should be with another material. But he/she had not prepared for the first material mentioned. So maybe when he/she explained the material, she didn't deliver it fully, not the fluency just maybe the lecturer was not well prepared towards the material that will be discussed. (Unclear voice).

Interviewer : What do you think of the level of lecturers' fluency regarding mumbling they made?

Subject 3 : In my personal view, it's average. Neither low nor high. But I think it is eligible enough. Aaa... because of... maybe from minus communication strategy like mumbling... and others. But on the other hand, the lecturer also did self-rephrasing, self-repair, responses, so 50:50.

Interviewer : There are also many other communication strategies.

Subject 3 : Yes, that is also many.

Interviewer : If I may ask, did you feel any difficulty in understanding his/her English? Or maybe did you encounter problems in communication?

Subject 3 : In my personal point of view, because I like it but I am not able to, so I like the lecturers who do much talking. Whether it was in bad view or good view, I like the kinds of rephrasing.

Interviewer : Honestly why?

Subject 3 : Yeah, because I personally want to deepen my knowledge in communicating, so I like when the lecturer is communicative, I like communicative teacher.

Interviewer : Is there any positive aspect?

Subject 3 : Yes, the positive and the negative one is the explanation that I have just elaborated now.

Interviewer : Thank you. The fourth student. Please.

Subject 4 : Umm... in my opinion, my most obvious experience aaa... ya, the lecturer who has never done code switching.

Interviewer : Never done code switching.

Subject 4 : Ya.

Interviewer : Interesting.

Subject 4 : Umm...

Interviewer : Wait a minute, do you mean by using English all the time or native language (Bahasa Indonesia)?

Subject 4 : Ya, ya, both.

Interviewer : Both? Please explain one by one.

Subject 4 : Aaa... the one who uses target language.

Interviewer : The one who uses...

Subject 4 : English.

Interviewer : English. Ok, please.

Subject 4 : The one who used English throughout the lesson, ya, maybe the intention was good. Making the students to be more accustomed to respond in English, asking question in English. But ultimately it will make the class become boring. And...

Interviewer : Because of what? Become boring because of what?

Subject 4 : Maybe some students didn't understand what the lecturer is trying to say. Maybe there are some students who didn't understand at all. Umm... maybe, ya, it's might be like that. Umm... so when that happens, the students will become more passive.

Interviewer : More passive.

Subject 4 : Then they are being more silence than active.

Interviewer : May I say that the method is lecturing, right?

Subject 4 : Right, lecturing.

- Interviewer : Is there any individual communication to the students? Even though the lecturer is using English but individually, has something like that ever happened?
- Subject 4 : Rarely.
- Interviewer : Rarely.
- Subject 4 : Umm... something the lecturer explains based on the book. Simply lecturing, there are no communications between the lecturer and the students.
- Interviewer : Directly.
- Subject 4 : Ya, ya, but there is also the one who uses native language, using Bahasa Indonesia throughout the lesson. Aaa... especially ...
- Interviewer : It happened?
- Subject 4 : It happened... especially when the material is probably grammar. If it was taught using Bahasa Indonesia, it would be contrary to what is taught. I mean, giving the example of certain grammar in English but giving its explanation in Bahasa Indonesia. There are no English communication or just merely giving examples... other examples in English or in the material that is taught. So eventually the students were not developed.
- Interviewer : Because English is not used as the target language, right? In your personal point of you, which is the worst using English throughout the lesson or using Bahasa Indonesia or local language throughout the lesson?
- Subject 4 : Hmm...
- Interviewer : Which would be considered the worst?
- Subject 4 : Actually both are equally bad. But the worst is the one who uses Bahasa Indonesia. Because using Indonesia in English lesson is clearly incompatible. Even though something there are some words which are translated from English to Bahasa Indonesia or Bahasa Indonesia to English. But it will be more effective if English is used. However, the most effective one is using code switching.
- Interviewer : Thank you. The last student.
- Subject 5 : For me, the least accomplished teacher is one who is not cooperative. For example, some lecturers they are really conceited and they become so cynical towards students. I don't know why, so the students become not confident. So when this happens, the class basically the strategy seems not to work. For example, some lecturers, when they ask and try to get the opinion from

students, but the students just share what they know and sometimes the lecturers do not appreciate their opinion.

Interviewer : Student what?...

Subject 5 : You know, if you don't like the students, you don't... you don't judge the ability of students.

Interviewer : Very interesting information for me.

Interviewer : Thank you very much for your valuable information. Wish you luck on your study.

Focus Group on Participant B's Students

Interviewer : Second focus group discussion with students participant B. Thank you very much for your coming. Welcome and good afternoon to everyone who has been willing to be participants in this study. This activity is a series of data collection in study entitled, "English Language Lecturers Communication Strategies, A Case Study in Aceh Indonesia". The aim of this focus group is to uncover students' perceptions on classroom communication strategies for language learning. I will go to the first student. Is it ok that you become the first student? Ok, aaa... we will have or you answer the first question after altogether answer the first question, we go to the second question. The first is, "Imagine the most ideal language teacher, what communication strategy do they use to assist your language learning? Before that, I have explained to you a bit about the taxonomy or kind of communication strategies. Maybe, one or two of have already kept someone who you knows whether in the classroom or English Education, Syiah Kuala in general. So please.

Speaker 1 : The first question, right? Oh, in my opinion, aaa... the ideal language teachers, the communication strategies that they use are, first, interpretive summary. Umm... do I have to elaborate the reason?

Interviewer : Yes.

Speaker 1 : The reason is that because there are many students who are halting in speaking. The teacher will explain again from the beginning so that the students will understand. Umm... after that, aaa... the second one is aaa... asking for repetition nah. So in my experience, the teacher ask to repeat again in case the students do some mistakes.

Interviewer : It means that... may I say, it means that aaa... giving an opportunity in case the mistakes are made and correct the mistakes.

Speaker 1 : Yes, that's right.

Interviewer : Did you find the figure of such lecturer?

Speaker 1 : In the campus, yes. Some lecturers who are always willing to repeat again, ask the students to repeat and do interpretive summary in front of the other students.

Interviewer : You said, repeating again. It happened to be another kind of communication strategy. It is including asking to repeat again.

Speaker 1 : Ya.

Interviewer : Or is there any distinction between repeating again and asking to repeat again to understand two different things?

Speaker 1 : Umm... maybe the lecturer...

Interviewer : Asking?

Speaker 1 : At first, he/she repeats again what have been the mistakes form the students and ask again the students to repeat what he/she said.

Interviewer : Hmm... ok. Ok. In your opinion, from those two communication strategies, what kind of assistance do you think you have received personally?

Speaker 1 : Umm... What aspect?

Interviewer : Yes, what aspect? What aspect do you think have given you assistance from those two communication strategies? Because I believe you mentioned that, because you experience that, right?

Speaker 1 : Ya.

Interviewer : In your opinion, what aspect do you think is more important and make you choose those two communication strategies?

Speaker 1 : Umm... in my opinion, aspect in what field?

Interviewer : I mean, what kind of assistance do you receive so that by now you think that those two communication strategies are the most useful?

Speaker 1 : Maybe the aspect is, personally as language students, in my vocabulary mastery which can be improved. After that, the fixable grammar from less correct to absolutely correct.

Interviewer : Are you aware when you are asked to repeat, you try to make some corrections...

Speaker 1 : Ya.

Interviewer : And after that, for example, if it still wrong, and eventually after some time your lecturers correct the mistake, umm... you statement, the interpretive summary you have said before. Are you aware with... with...

- Speaker 1 : Yes, yes, I am aware.
- Interviewer : And learn from that, is there any other aspect?
- Speaker 1 : Hmm... I think that's all.
- Interviewer : Ok. Thank you. The second student, the same question.
- Speaker 2 : Ok. Umm... I think the most ideal teacher is the one who, maybe, is not only talking, sitting and talking, explaining things but also he/she can write one or two words which could be lesson points for today for example. And the ideal teacher, the ideal language teacher is the one who should umm... have specialty in English and should use both English and Bahasa Indonesia because not all, I believe, not all students even though they are in English Education major, will understand all the words said by the teacher so that with using Bahasa Indonesia in one or two words, umm... the students will understand what the lecturer means because we know that some English lecturers had gone abroad and they must have used the words we rarely find as new students. And in these aspects, I totally agree with comprehension check because there will be leisure time so the students will not be stressed by continuous learning. So when the lecturer says, "do you understand?", all of the students are given chance to convey their problems. If there are some students who didn't understand yet, they would say that they didn't understand yet. And those who have understood would also said that they have understood. As a result, the lecturer can know what he/she has taught and the students also understand what has been taught to them.
- Interviewer : How often do those two things, you have mentioned before, I am sorry, code switching and comprehension check, how often does the figure of the ideal teaching explain those things, how often? And how often have you experienced that? I mean, when... do all the lecturer explain those things? Could you please elaborate?
- Speaker 2 : Umm... in my campus, especially in English Education major, maybe, often but there are one or two lecturers who haven't used these method yet because the kinds of lecturers who uses these methods are young lecturers and for all the lecturers who haven't used these methods yet maybe because they are the senior lecturers. They will think that everything they have explained to the students, the students will certainly understand. As a result, those senior students, because they tend to think that way, umm... so this aspect should really have to be implemented by the lecturers.
- Interviewer : The third student, please.
- Speaker 3 : For me, the ideal language teacher is the one who can explain straightly to the point. Because language is an applicative knowledge. It requires continuous exercises, repetitions because we are not leaning about the

experimental things. It requires us to learn how to produce good pronunciation and how to express ideas and concepts in good grammar. And for me, the suitable communication style that can assist the foreign language learning process especially English, the subject that I am studying right now is appeal for help. Because in appeal for help, we don't know that whether, in one classroom, students have different capacity to perceive knowledge, not all students understand the communication taught by the lecturer overall. Because the level of intelligence and the level of students' ability in order to understand what the lecturer has taught are different. Therefore, appeal for help in teaching is really needed, sir. Then, the second one is response, ya. Response is really required in language learning because I usually see in the class, there are students who indeed make mistakes but the lecturer ignores them. The other students were aware of the mistake but the lecturer only kept silent, and the mistake is ignored.

Interviewer : Interesting, it's interesting. Have you experience the moment when the students corrected the mistakes from lecturers?

Speaker 3 : Often. I myself have been in that situation. I myself have once corrected what the lecturer, I beg your pardon first, the lecture maybe was being false of mistaken, when the lecture said "patient", he/she said wrongly, "patient". So I attempted to correct and by reflect I said, "patient Mrs".

Interviewer : Self rephrase.

Speaker 3 : Ya, self rephrase and response. Ya, the kind of communication I used at the time is response. So, that's why I chose appeal for help and response which are good communication strategies.

Interviewer : Based on your elaboration, (Unclear voice)...

Speaker 3 : Lecturer.

Interviewer : How if I reciprocate...

Speaker 3 : From lecturer...

Interviewer : From lecturer to the students, have you ever... (Unclear voice). Toward a language component which you have found in with the lecturer? Is there any?

Speaker 3 : Language components, I think yes. Especially...

Interviewer : I am sorry for interrupting. The lecturer is asking the students to help him/her to understand one language component. For example, meaning of a word, maybe the lecturer like, "What is this? I forget, anyone knows?". Even though it seems like she/he is asking to you or maybe she/he don't know or forget. Have you experience this kind of situation?

Speaker 3 : I have.

Interviewer : Yes, in your opinion as student, how?

Speaker 3 : Ya.

Interviewer : Do you feel like the lecturer incompetence or feel like the lecturer only make a mistake?

Speaker 3 : No, as his/her students, I have to think widely then, have to think maturely. We, human, don't know that maybe just humanly occur. Maybe the lecturer didn't know what other words for the word. For example, this is a case study when we learn Speaking skill. There is an explanation about stuffs. Maybe she only knew backpack while there were some words to describe backpack clearly but the lecturer didn't know. Then, the teacher try to "appeal for help" to us, "what else do you know about backpack?". Ya, we added night sack and then others.

Interviewer : Specifically.

Speaker 3 : Being more specific, aaa... not only focus on the vocabulary delivered by the lecturer. That's all sir.

Interviewer : Thank you. Fourth students, please.

Speaker 4 : I think an ideal language teacher is the teacher that not only explains about one certain material but also interacts with his/her students. In this context, he/she can use a strategy which consists of using comprehension check, with this strategy he/she can ask the students whether they have a good comprehension towards the material she taught. Here, it will trigger interactions. By using comprehension, it will... the students can aaa... explain, can aaa... say that if they don't understand or whether they understand about the material aaa... the material that the teacher's giving. So in this case, when... because aaa... the comprehension or understanding of a student in a particular material is vary in one class. So when they don't understand or don't have good comprehension toward the material, in this situation, the teacher can give another strategy in the form of repetition. So in this strategy, the lecturer can use the language more slowly or more clearly by using the words which have the same meaning but the words are easy to be comprehended. I think it's like that. Furthermore, maybe in the repetition, aaa... a lecturer had said when we taught someone, we should not use the point of view of someone who umm... we know that in one class, there are two kinds of students, the students who can understand a material quickly and slowly. So in the repetition, it's better to use point of view of the students who can slowly understand the material. Because if the lecturer use the point of view of the students who has slow understanding, we will teach them by using

easy methods so the students who has quick understanding also will understand the material easier.

Interviewer : Ok, thank you.

Speaker 4 : Ok.

Interviewer : I want to add a further question. For example, in communicating with the lecturer, the lecturer uses too much repetitions.

Speaker 4 : Ok.

Interviewer : And it will be uncomfortable for you because once the lecturer say one sentence, he/she will repeat that sentence, and will do the same thing to another sentence. What do you think about that?

Speaker 4 : Aaa... I'd say that, this situation needs some interactions between the lecturer and the students. If the lecturer uses this kind of repetition, the learning process will be less effective. So it's better for the teacher to keep interacting with the students. Whether they have already had a good understanding or whether they have used the appropriate language component and so on. Thus, if the students have already understood or the students have had good comprehension toward the material given, the repetition should not be used at this situation because... In conclusion, with some frequencies where the students have already understood umm... that's why, here, the comprehension check is needed or interactions.

Interviewer : Thank you.

Speaker 4 : Ok.

Interviewer : Please, the fifth students.

Speaker 5 : Can I use the language umm...

Interviewer : No problem, please.

Speaker 5 : Umm... ya, the most ideal language teacher, in my point of view, is the one who uses communication strategies, which are first, in my opinion, aaa... practicing. Ya, so in practicing, automatically, the conversation will be direct. This strategy will facilitate the students more understanding. Because they themselves are involved from that. So with practice is really important and then for example, if the lecturer asks them aaa... for example, today we will talk about how to order something in the restaurant. And then, the students must act out. They should bring... they should bring umm... the menu, they should bring the spoon, they should bring umm... the plate for example. And then, one student will be the waitress, and then the other students will be the costumers. And then, umm... from... from the practice, they will... they will

act how... how to order something in the restaurant. For example, if they want to order aaa... some chicken, they would say umm... I would like to order some chicken and then, can I see the menu first? And then umm... and then after the act out, and then the students sit, and the lecturer will... will correct them which is aaa... from the vocabularies or from the grammars is wrong. And the lecturer will explain why it is wrong. And then umm so it is ok to complain something wrong from the... from the students but do not disturb them when they are practicing. Don't...

Interviewer : Do you mean... it's very important, very interesting. It means lecturer shouldn't interrupt.

Speaker 5 : Yes, they shouldn't interrupt. They just let them do it first and then after they finish aaa... they should give them something aaa... important.

Interviewer : What communication strategies do you think the most ideal for lecturers in dealing with this issue? Based on your experience.

Speaker 5 : Based on my...

Interviewer : It's... it's very good when you said that lecturer should wait for the students umm...

Speaker 5 : Finish.

Interviewer : In finishing their... their umm... ideas. So they only wait? Or there is a formal act afterward?

Speaker 5 : Umm... they should wait. I should...

Interviewer : So the first one, they should wait.

Speaker 5 : Ya, they should wait.

Interviewer : This what I mean. (Laugh).

Speaker 5 : (Laugh).

Interviewer : The first they should wait, after that?

Speaker 5 : The first they have to wait and umm... they should not... umm... ya, they have some groups of students and they will act out different situation and then they should, the lecturer should not umm... should not say the name from the group. Which... which one is wrong... umm... which group is wrong? Do not say that because aaa... because just... because if they say that the group which is wrong will be, ya, disappointed, ya of course, because they announced it, our group is wrong, our group is bad or something like that. Then, it would increase their... the students' confidence. And I think umm... the best teacher

communication strategy for the second one is umm... when... when the... the repetition.

Interviewer : The repetition.

Speaker 5 : Ya, no I mean, verbal... verbal strategy markers, ya.

Interviewer : For lecturer.

Speaker 5 : Ya, for lecturer. The lecture, for example, the lecturer knows about this grammar, for example but they... they just want their students to answer it first so then, "Who knows about this? And then who knows about that?" even though they know about that. And umm... also before the... the students start aaa... before the lecturer starts to explain about the lesson today umm... for example, if the lecture wants to explain about umm... the sea. And then the lecturer will ask them who knows the animals which live in the sea. And then, the... the students will respond umm... it can be umm... seagulls or apa, fishes and then the students will interact from since the first time the study started. Just like that.

Interviewer : So repetition.

Speaker 5 : Ya.

Interviewer : (Unclear voice). Introduction at the beginning before umm...

Speaker 5 : The teacher started the lesson, ya.

Interviewer : The teacher started the lesson. Very good point. Thank you very much.

Speaker : You're welcome.

Interviewer : Now we go to the second question. Remember that every people has their own communication strategies, whether they are aware or not. They have communication strategies. If you don't believe it, you can ask yourself or record yourself talking, you will find that you have your own communication strategy. So the problem is, there are some communication strategies that can lead to positive aspect. It means that it can facilitate you to learn something but you can also complicate your interlocutors or your students. Ok, so contextually, communication strategy can also give negative effect. However, even so, we still think that there are ideal lecturer and not ideal lecturer. Ok, alright. The second question is umm... imagine the language teachers who are not ideal, what communication strategies do they use in assisting your language learning?

Speaker 1 : Umm... in my opinion, communication strategy used by non ideal teachers is code switching.

Interviewer : Code switching.

Speaker 1 : Because in my opinion, based on my experience, there are some lecturers which maybe they didn't understand but they changed their language into Bahasa Indonesia. They didn't understand it personally not the students but sometimes the students didn't know so they change their language. However, there are also lecturers who don't know how to say some words in English, they change their language to Bahasa Indonesia. That's based on my experience.

Interviewer : Based on your experience.

Speaker 1 : Moreover, aaa... the second one is aaa... passage reduction.

Interviewer : Passage reduction.

Speaker 1 : In this strategy, the lecturer seemed to not knowing but the lecturer always try to avoid some topics because he/she don't know.

Interviewer : Maybe they have less understanding.

Speaker 1 : Yes, have less understanding with the material.

Interviewer : Ok. Alright, anything else you want to add?

Speaker 1 : Maybe that's all.

Interviewer : If I may ask, in your opinion, the lecturer whom you have mentioned before used Bahasa Indonesia as code switching. Those strategies which you said personally not very good to be used, did the problem lie within the lecturer who did not understand how to say some words in English or they didn't understand... didn't have enough knowledge about the topic? I mean, did he/she lack ability of the language or did not have any insight about the topic?

Speaker 1 : Umm... I believe that he/she was incapable or maybe he/she had problem of recalling things what he/she had read. But if we said that they did not have enough insights, it was impossible.

Interviewer : It seemed that the material is not really tough, right.

Speaker 1 : Yes, that's right.

Interviewer : From the language use, right?

Speaker 1 : Yes.

Interviewer : Could you please share a little bit what kind of topics he/she discussed so it could lead to changing language from English to Bahasa Indonesia and resulting in becoming not ideal and inappropriate? Could you share a little bit?

- Speaker 1 : Umm... as I remembered, the lecturer was talking in English. Afterward, he/she became halting and I can not perceive the topic he/she discussed. But as I remembered, the lecturer became halting and changed his/her language to Bahasa Indonesia.
- Interviewer : Aaa... something that the lecturer could not say in English, furthermore he/she said it in Bahasa Indonesia.
- Speaker 1 : Right. So first he/she was haltingly speaking and then after becoming really confused, he/she changed the language into Bahasa Indonesia.
- Interviewer : Did it give negative impression?
- Speaker 1 : Umm pardon, could you please repeat it, sir?
- Interviewer : Did it give negative impression?
- Speaker 1 : Ya, I think it gave negative impression even though... ya, it gave negative impression.
- Interviewer : Ok. Thank you. Please.
- Speaker 2 : As far as I know, the non ideal language teacher... I am talking based on my experience. I just strongly disappointed with the lectures who came to the class, opened their laptop, sat down and said, "I am busy, I can't teach right now. So please complete this assignment". When it comes to the day we should give the assignment, on the contrary to what the lecturer had said before, like this, umm... yesterday I gave you an assignment and the lecturer didn't explain the details how to complete the assignment, how to make... umm... how should I say... umm... explain it. So it seemed like the lecturer assumed that the students are less clever. Thus, we, as the students, felt like this lecturer umm... in quotation mark, "killer". (Chuckle). Umm... I think that is not ideal and aaa... even the other lecturers still have ... because he/she had rarely come but when eventually he/she came to the class, he/she didn't explain about the material. He/she sometimes told the story about their experience going abroad. Umm... yes it was indeed great to get the motivation from the lecturer who had studied abroad. However, we did accept less knowledge, we did accept less English material. To conclude, I think those are the characteristics of non ideal teacher.
- Interviewer : Based on what you told me, I include that in the aspect of professionalism. But let's focus on something which is more micro. That thing was macro, right? How about the more specific things like the instructions, the language umm... the spoken, even though it is still under the same condition. Let's say that we still discuss about that. But how about relate it to some specific things that I have said before. The solution, the lesson?

- Speaker 2 : Umm... in this communication strategy, I agree that the non ideal teacher is the one who are tend to be “mumbling”. Because we know that English lectures have high level of proficiency in their English. So I think if they are still mumbling, I believe we, students, will assumed negatively toward the lecturer.
- Interviewer : May I ask, what do you mean by mumbling? If it will be negative, in what aspect?
- Speaker 2 : Negative thing, which we received, we could not understand the detail of the topic the lecturer explained to us. Furthermore, in my opinion, the non ideal language teacher is the one who only explains in front of the class. At least, the lecturer should get close to the students.
- Interviewer : It’s interesting.
- Speaker 2 : Get close to the students aaa... to say or state umm... to a particular student. I can say that if the lecturer stand in front is a common thing. But getting close, for example, just merely ask, “do you understand personally?”. So the student’s motivation in learning will be triggered because they will assume that the lecturer is caring, respectful. So it seems like the lecturer who only stands in front of the class even though he/she explains a lot of things are considered less competence.
- Interviewer : In your personal opinion, which one is more ideal, the lecturer who always talks in front of the class or the lecturer who talks individually to the each student? Interact with you individually? Which one is better? Is that the lecturer who talks in general? The lecturer never talks one to one. He/she always talks in general to everyone, to the class, or the lecturer who talk individually? Which one is better?
- Speaker 2 : Aaa... ya, I think, it will be better if the lecturer individually. For example, like we are right now. Even though it can be said in general but umm... the individual one remains exist. So the students will have better understanding then the lecturer... the students won’t assume negatively toward the lecturer. Although we can say that the lecturer have not fully understood the material but with the aaa... this individual learning process, it will facilitate the students in understanding what have been taught by the lecturer. I think that’s all.
- Interviewer : Ok, please the third student.
- Speaker 3 : In my opinion, the lectures who are considered not ideal is the one who umm... message reduction and topic avoidance. Because personally on a certain subject especially on a subject which requires many practices and then many exercises. I experienced a lecturer who came to the class, then he/she elaborate a subject. Suddenly the explanation of the subject was out of topic.

Interviewer : Out of topic.

Speaker 3 : So as a result, here, the victims are the students because learning time efficiency which has been spent because the lecturer was out of topic. Surprisingly the lecturer told us about aaa... private things either about family or personal. Family, about his/her children, about his/her fiancé/fiancée.

Interviewer : It actually happened?

Speaker 3 : Yes, it happened. I think lecturer's experience is a catalyst for the students to be more motivated on how to develop their English. But it doesn't mean that the total time of lecturing is used to explain something unnecessary in learning time. Why not recharge it to some other specific time not in the learning time. Nah, that's one of the communication strategies which I assume not ideal to be used in the class. Afterward, in addition, I really can not accept "mumbling" lecturer. The one who uses "mumbling" communication strategy because for me, when the lecturer do "mumbling" mistake, it will lower my confidence to the lecturer. Because it's psychologically clear that "mumbling" lecturer have less understanding about the topic he/she teaches to the students. So, the "mumbling" will affect hugely to the psychological state of the students who listen the lesson from the lecturer and can also lower the lecturer's confidence. That's my opinion.

Interviewer : I want to ask a question.

Speaker 3 : Ya.

Interviewer : (Unclear voice).

Speaker 3 : Ya. The things that disturb me the most, sir. But first I want to make clear that every lecturer has different speaking skills. There are some lecturers who have high level of grammar, then they also master writing skill immensely but when it comes to speaking, they can not talk as fluent as lecturers who have specialty in speaking skill. The things that disturb me the most when the "mumbling" happens is when we really have something in which we should have good understanding, the lecturer does "mumbling" too much. And the after the "mumbling", and then keep silent, silence. In conclusion, it is the thing that bother the concentration and destroy the psychological state in learning process, sir. Personally, I have experienced that. Then, I think "mumbling" has somehow related to other ineffective strategies. When a lecturer is "mumbling", I usually see, when a lecturer is "mumbling", he/she also make a failure in communication which is message abandonment. That's it, so when "mumbling" happens, the lecturer will feel like, "Who cares". He/she left behind what had been elaborated, entering another topic. So it will lead to umm... it was really confused. Confusing. Ya, really confusing for the students and the lecturer himself/herself, I think. As a result, the lesson which

are expected to be optimally and maximally elaborated would only waste the precious time. Ok, sir. I think that's all.

Interviewer : Please, the fourth student.

Speaker 4 : So I think the lecturer who is not ideal is the one who uses message reduction as a communication strategy. This method is applied make reduction or to reduce. Actually sometimes it is not intended, but the lecturer will think that his/her students' abilities are equal in comprehending what he/she taught. So when he/she taught that aaa... after he/she gave brief explanation about something. And then, aaa he/she aaa... maybe he/she assumed that the students had already understood and the situation he/she also did aaa... less communication with students. He/she doesn't let us to confirm whether we already understand about the topic or not. So at that times, she assumed that we had already understood. At that time, we...

Interviewer : Is it overall.

Speaker 4 : Overall. Our ability to understand a certain topic is equal. So after she gave a brief explanation about the topic. Then, aaa... that teacher thinks that we already understand about the topic perfectly. On the other hand, we actually have different ability. I myself sometimes when a lecturer elaborates something, I do not understand but there are some lecturers who are not willing to give opportunities for the student like me to, for example, ask or give opinion about the topic.

Interviewer : Why, in your opinion, didn't the lecturer give you the chances?

Speaker 4 : I don't know maybe because they think we already understand about the topic. Maybe.

Interviewer : Any other reasons?

Speaker 4 : Aaa...

Interviewer : (Unclear voice).

Speaker 4 : Maybe, the fast one is not but there are something in the message reduction, the lesson they have explained does not have any correlation with my understanding. Like that. My understanding is different but the things they taught actually, according to them, are not related to my understanding. So the factor probably does not come from the lecturer who explains quickly. Maybe it was because there was a miscommunication because we did not communicate... interact sufficiently. Because I personally think that communication is really important in teaching learning process. Teacher must know whether we understand the topic or not. We also should be able to give opinion or ask something unclear. Furthermore, to the "mumbling" thing, I

also think that it will a little umm... especially in speaking subject, generally if the lecturer do “mumbling”, we sometimes... aaa... how should I say it... when “mumbling” happens, the lecturer will use the words which are difficult to be understood. Especially students with low understanding, aaa... they will have problems in understanding what the lecture talked about. Because the lecturer tends to use “mumbling” too much.

Interviewer : Too much?

Speaker 4 : Too much.

Interviewer : If it happened one or twice maybe...

Speaker 4 : If... if... if they use once or twice, it is okay, I think. But If they mumble too much, then it will be really hard for us to understand, especially in speaking class.

Interviewer : Thank you, please.

Speaker 4 : Well umm... I think for the umm... to ac... ac... accomplished language teachers is I don't like the teacher who always do the discussion. Yeah, I don't like the teacher who, for example like this, they make umm... a group and then they ask us to make some aaa... essays or something or only to discuss about something in the group. And then, you know, the teacher can not guarantee that all students learn about it. Usually in the group, the... the person who must work for it, only one. The rest is just talking. And the teacher also can not guarantee that aaa... the students will understand all about the topic. Not all the students can understand about the topic. It's really hard for us to understand if they discuss it... discuss it together without the explanation from the teacher. Usually the teacher just, ok, just do this and then. I have to make an essay about this and then you just do it in group and then you must learn from it by yourself. It is really hard to understand actually. And then not all the students can understand by learning by themselves without explanation. And then, I also really disappointed with the teacher who always say like this, “umm... just... just see the book” and then you have to buy this book and then all, all you question is in the book. You may see in this page, you may see from that page if you ask this question. And then, ya, I think it is umm... I am really disappointed with this kind of teacher. It's very... because the teacher must explain us about this. It is their responsibility. But if they ask us to buy this... this kind of book and then we have to study... study... what is he's/she's for? (Laugh). I am really disappointed with umm... I really don't want that kind of teacher.

Interviewer : Again, this is same thing like aaa... second student, he talked about professionalism. Can you just go to the specific one umm... do you think that those things with those aaa...

Speaker 4 : Teachers.

Interviewer : This is an example, agree to their capacity or capability as a lecturer or...

Speaker 4 : Their... their ability.

Interviewer : Or... just their attitude?

Speaker 4 : I think it's their attitude or maybe, they are too lazy to explain it. Ya, most of them like that. I don't like it. Umm... also I don't like the teachers who just focus on aaa... the smart students.

Interviewer : Ow.

Speaker 4 : Ya, for example, if the students umm... already understand about the topic that she wants to explain or he wants to explain and then the student umm... apa... will act directly and, "I know about this". And the teachers were feeling impressed, of course. And then... but it's really good for the students. But umm... the teacher will just focus on... on the smart students.

Interviewer : On those...

Speaker 4 : Ya.

Interviewer : Specific students.

Speaker 4 : Ya, on those specific students. It will make them didn't even care about the students. Ya, if, for example, if someone... if the teacher ask for a question umm... in the whiteboard, and then the... most smart students aaa... ask to answer it, and the teacher responds to the smart students but they didn't even give a chance to the other students. Ya.

Interviewer : Based on your experience, what were the dominant communication strategies this teacher use?

Speaker 4 : Aaa...

Interviewer : What communication strategiy is dominantly used by this teacher?

Speaker 4 : They umm... I mean, I don't know what... I think most of them are just ummm... I don't know how to say it but I understand it but I don't know how to say it actually. (Laugh). It's just like that.

Interviewer : Did you say that means they don't care about...

Speaker 4 : Ya.

Interviewer : Other students?

Speaker 4 : Ya

Interviewer : And it's impossible for them to do any comprehension check for example.

Speaker 4 : Yes.

Interviewer : They just keep moving on... um... their lesson without ensuring whether the other students understand it already or not.

Speaker 4 : Ya.

Interviewer : It is what I mean. But, can you just mention maybe one or two the most dominant communication strategies which the lecturer usually use?

Speaker 4 : To me.

Interviewer : The one you remember. The most dominant.

Speaker 4 : The most dominant strategy is, I think umm... often mumbling, ya, and then when they are mumbling, we do not understand what does he/she said. And aaa... sometimes they change the topic.

Interviewer : They change the topic.

Speaker 4 : Ya, they change the topic. For example, we are talking about rice field for example and the suddenly aaa... they're explaining about forest.

Interviewer : It goes somewhere.

Speaker 4 : Yeah, it goes somewhere else. I don't like this kind of teacher.

Interviewer : Thank you very much. That's all.

Speaker 4 : Ya, I think that's all.

Interviewer : Ok, are there any additional information from you? Please. Not relating to communication strategy but maybe related to attitude, behavior, professionalism or else.

Speaker 2 : Me.

Interviewer : Yes, please.

Speaker 2 : The one I really disappointed, there is a lecturer who are not fitted to teach the subject. For example, I once entered a grammar class. The lecturer... umm... I am sorry, writing class, not teaching, the lecturer was not teaching about writing but it was like talent show. In the class, the students were asked to recite poetry, and every week there are assignments but the assignments were in the form of talent shows like reciting poetry, singing, aaa... telling story about vacation and so on. And the pattern which was done by the teacher continue repeating these activities. So, even though we have...

- Interviewer : But is it related to writing subject?
- Speaker 2 : No, no it's not. I didn't come to the class to accomplish some grade but I was asked by a friend to come and they got A averagely and... but we got nothing. As a result, I...
- Interviewer : You didn't acquire any knowledge.
- Speaker 2 : Yes. We didn't acquire any knowledge. I was really heartbroken at the time. I envy the person who has that kind of teaching style. With the pattern.
- Interviewer : This one is related to my research. In your opinion, what specifies the level of ideal teaching?
- Speaker 2 : He/she was a native speaker. So his/her language proficiency was really good. English is his first language indeed. Ya, like that. There is also the second lecturer who always mad. So every time he/she comes to the class, he is usually mad. And when we asked a question, we were mocked with fool word, never learn about a thing. While actually we don't know... so while the teacher... lecturer...
- Interviewer : Is he/she using English or Indonesia?
- Speaker 2 : Bahasa Indonesia, so when there was a student who didn't understand at that time, based on my experience, he became mad. So he/she said, "You, you don't know anything", while we know that the lecturers are our medium to ask.
- Interviewer : Thank you. Please.
- Speaker 3 : Ya, I want to add something about the lecturers especially our lecturers in our major, English Education. It's about lecturer's professionalism. After all this time, I feel like there are some subjects which the lecturers are usually absences than attended. The schedule of the subject, for example, can I give an example sir?
- Interviewer : Umm... the subject.
- Speaker 3 : Ya, the subject was grammar. Some time ago, at the beginning of our college, the grammar class was always empty sir. There were only two times the class were held in more than five months. Ya, because I knew the lecturer had a lot of flight times, he/she had the ability that was needed by many agencies. For example, in the field of tourism, flight, soldier, police but it didn't mean that the lecturer should have ignored our class empty.
- Interviewer : Related to the communication strategies.
- Speaker 3 : Ya.

Interviewer : In your opinion, ...(Unclear voice)... the relation to professionalism of the lecturer. From the ability, he/she had high level of ability but less in prioritizing his/her professionalism or ... (Unclear voice).

Speaker 3 : Ya, in my opinion sir, after all this period, the empty class does not have any relation with the communication. If we look at the ability of the lecturer in communicating, he/she was awesome. Aaa... awesome in elaboration, then in saying pronunciation about the material which was taught. But once again, here, we talk about responsibility. We, as students, we need more inputs. Especially in the beginning, we are still in the “gray phase” about grammar. So in the future, I hope there are no empty classes or subjects in our English major. It is my biggest expectation sir. Because when the class is empty, we have nothing to do, negative thinking will emerge. I mean the empty class right now will trigger the empty class in the next meeting. Indirectly it is influenced our emotional side. It is commonly occurs among the youth sir, we have no class in the afternoon, so it is okay to not coming to the next class. So I think indirectly that is the effect of human development, sir.

Interviewer : Thank you. Anyone else? Okay then, thank you very much for your participation, I appreciate your time, your ideas, your umm... perceptions on communication strategies but also you add more like professionalism, personality, professionalism and other aspects. Thank you very much. Good luck with your study. Assalamualaikum wr. wb.

Appendix 7: Human Research Ethics Committee Approval Letter



16 September 2015

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Dear Applicant

Re: UTS HREC 2015000362 – L. Harbon, M. Aulia – “English Language Lecturers’ Communication Studies: A Case Study in Aceh Province, Indonesia”

Thank you for your response to the Committee’s comments for your project titled, “English Language Lecturers’ Communication Studies: A Case Study in Aceh Province, Indonesia”. Your response satisfactorily addresses the concerns and questions raised by the Committee who agreed that the application now meets the requirements of the NHMRC National Statement on Ethical Conduct in Human Research (2007). I am pleased to inform you that ethics approval is now granted.

Your approval number is UTS HREC REF NO. 2015000362.

Approval will be for a period of five (5) years from the date of this correspondence subject to the provision of annual reports.

Please note that the ethical conduct of research is an on-going process. The National Statement on Ethical Conduct in Research Involving Humans requires us to obtain a report about the progress of the research, and in particular about any changes to the research which may have ethical implications. This report form must be completed at least annually from the date of approval, and at the end of the project (if it takes more than a year). The Ethics Secretariat will contact you when it is time to complete your first report.

I also refer you to the AVCC guidelines relating to the storage of data, which require that data be kept for a minimum of 5 years after publication of research. However, in NSW, longer retention requirements are required for research on human subjects with potential long-term effects, research with long-term environmental effects, or research considered of national or international significance, importance, or controversy. If the data from this research project falls into one of these categories, contact University Records for advice on long-term retention.

If you have any queries about your ethics approval, or require any amendments to your research in the future, please do not hesitate to contact Research.Ethics@uts.edu.au.

Yours sincerely,

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